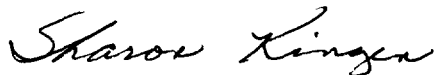


**“Using Young Hoosier Book Award Winners to Teach Language Arts:
A Curricular Guide for Elementary Teachers”**

An Honors Thesis (HONRS 499)

by

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Table of Contents

Abstract	1
Grades K-3	
<i>The Bear That Heard Crying</i>	2
<i>Down the Road</i>	5
<i>The Floating House</i>	8
<i>The Golden Goose</i>	11
<i>Heart of a Tiger</i>	15
<i>Papa Gatto</i>	18
<i>Piggie Pie</i>	21
<i>A Regular Flood of Mishap</i>	24
<i>Sunflower House</i>	27
<i>Two of Everything</i>	30
Grades 4-6	
<i>The Absolutely True Story...How I Visited Yellowstone Park with the Terrible Rupes</i>	33
<i>Amber Brown is Not a Crayon</i>	36
<i>The In-Between Days</i>	40
<i>Just Call Me Stupid</i>	43
<i>Kate Shelley: Bound for Legend</i>	47
<i>A Llama in the Family</i>	50
<i>The Night Crossing</i>	53
<i>Sable</i>	56
<i>The Storm</i>	59
<i>The 13th Floor: A Ghost Story</i>	63
References	67
Acknowledgements	69

Abstract

The purpose of this project is to provide elementary school teachers with a variety of ideas to be implemented in the study of language arts. This project is in the form of a resource guide that consists of twenty separate book guides for pieces of juvenile literature that were nominated for the Young Hoosier Book Award in 1997-1998. These book guides provide pertinent information-bibliographic data, topics found in each book, summaries of these popular children's stories, suggested language arts activities, biographical sketches of the authors, and related readings.

The activities suggested in the book guides are divided into categories to support the reading process. Each guide contains ideas that incorporate all of the language arts-reading, writing, speaking, listening, and viewing/visually representing. Also each guide includes questions designed to prompt thinking. However, these lists are by no means all that can be done with each piece of literature. They are merely recommendations. The related readings that have been included are grade level appropriate for the grade levels listed. However, it should be noted that the readability of the works and the level of the learning experiences listed in the book guides are not necessarily appropriate for all students in a class and/or for all grade levels listed. As is true in any instructional situation, the developmental abilities of each individual student in the class must be taken into consideration before lessons can be implemented.

K-3

Title: *The Bear That Heard Crying*

Author: Natalie Kinsey-Warnock and Helen Kinsey

Illustrator: Ted Rand

Publication Information: New York: Cobblehill Books, 1993, 27 pages.

Topics:

Lost children
Survival
Bears
Historical fiction
How Authors Create Books

Summary: *The Bear That Heard Crying* is based upon a true story about a little girl named Sarah Whitcher. It is set in June of 1783 and tells the tale of how three-year-old Sarah gets lost in the woods. She follows her parents on a trip to her uncle's house, even though they have told her to stay at home with her siblings. As Sarah follows, she is so busy looking at the things in the forest that she strays off the path. After walking so much, she gets tired and sits down to wait for her parents to come and get her. Sarah begins to cry because she is afraid of the forest and wants to go home. This is when a black bear finds her. Sarah thinks it is a dog and snuggles close to the animal and falls asleep. When her family realizes that she is missing, they get neighbors together to search for her. For three days they search, but have no luck in finding the little girl. It is feared that she has been eaten by a bear and the men are about to give up. Sarah's mother begs them to continue for one more day, and they agree. On the fourth morning a man comes to the Whitcher home and explains that after hearing about the little girl, he dreamed of her. In his dreams he has seen a child sleeping under a pine tree, protected by a black bear. Although the men do not think Sarah will be found, they take the man into the forest. Looking around, he sees the little girl sleeping under a pine tree, just as he had dreamt. When Sarah sees the men, she says that she wants her mother. They pick her up and take her home to her family. She tells her family that a black dog had stayed with her every night. They know it was a bear, but no one says a word. They are so glad to see her that they have a great feast and rejoice that she is safe.

Activities:

Reading:

- Have a local author or illustrator of historical fiction visit and read the book aloud to the students. Also have him/her talk about where inspirations come from, and what processes he/she goes through in order to complete a project
- Read this book as a paired reading experience. Students read aloud to each other, taking turns throughout the book. Allow time for discussion between the pairs
- Read other examples of historical fiction. Compare these stories with factual information/books about the same subject. Determine which parts of the story are true. Think about why the author may have chosen to present the story in the way he/she did
- Read the author's note to the children as a preview of what the story will be about
- Have the students make a story map as they read the book with a partner. This will help highlight the important events in the story

Writing:

- Write a letter to the authors or illustrator of this book, or to those of another examples of historical fiction. Find out where they got their inspirations, if they

would change anything about the finished product, tips they would share with young authors or illustrators, etc.

- Answer thinking questions in a journal to be checked by the teacher
- Write your own story using only the illustrations from this book. Can you make a different storyline from the same pictures. Do they tell both stories?

Speaking:

- Have students participate in question/answer session with local author/illustrator. Explore sources of inspiration, writing processes, artistic expression, etc.
- Discuss the book with your partner during paired reading
- Talk about what to do if you are ever lost. As a class, write a plan that can be followed in different situations. Send home for children to talk over with parents
- Have a discussion about life in the year 1783, and compare it to life today. Talk about the differences and similarities of living conditions, family life, etc.
- Read your new story aloud to the class

Listening:

- Listen to local author or illustrator read the book aloud
- Listen to your partner read the book aloud and to his/her responses during discussion
- Listen to a tape of forest noises. Identify each. Ask students to consider whether knowing the source of the sounds would make them more or less fearful if they were lost. Ask them which noises they must recognize to survive
- Listen to discussions about what to do if you are lost
- Listen to talks about 1783 and today
- Listen to students read their stories to the class. Do they make sense with the illustrations?

Viewing/Visually Representing:

- Create a display of books that are examples of historical fiction. Include responses to letters, posters about the books, summaries, and so on. The posters should give publication information, a picture of a major event in the book, and a slogan encouraging others to read it
- Paint or draw a new cover picture for the book that tells something about the story
- Make a clay model of one or more of the characters in the book. For example: the bear, Sarah, Sarah with the bear, the men who were searching, or the family
- Look at pictures or video clips of bears in the wild, as well as in captivity. Relate to the one Sarah met in the forest

Thinking:

- If you were writing or illustrating a story, where do you think you would get your inspiration? Why?
- What would you have done if you were lost in the forest like Sarah?
- Why do you think the bear took care of Sarah?
- Would you like living in 1783? What would be the hardest thing for you?
- Would you encourage other people to read this book? Why?

Curricular Connections:

Art-Painting, drawing, clay models
Science-Bears, habitats
Social Studies-History, life in the past

Related Readings:

By Natalie Kinsey-Warnock

The Canada Geese Quilt
The Night the Bells Rang
On a Starry Night
Wilderness Cat
The Wild Horses of Sweet Briar

Illustrated by Ted Rand:

Backyard Rescue, by Hope Ryden
Barn Dance!, by Bill Martin, Jr. and John Archanbault
Can I Be Good?, by Livingston Taylor
The Ghost-Eye Tree, by Bill Martin, Jr. and John Archanbault
Knots on a Counting Rope, by Bill Martin, Jr. and John Archanbault
A Little Excitement, by Marc Harshman
Mountain Wedding, by Faye Gibbons
Night Tree, by Eve Bunting

About Missing Children:

Come Along, Daisy!, by Jane Simmons
Have You Seen My Duckling?, by Nancy Tafuri
I'll Bet You Thought I Was Lost, by Shirley Parenteau
Lilly of the Forest, by Brian McConnachie
Lost!, by David McPhail

About Bears:

A Boy and His Bear, by Harriet Graham
Can't You Sleep Little Bear?, by Martin Waddell
The Christmas Bears, by Carolyn Repchuk
Edward in Deep Water, by Rosemary Wells
Golden Bear, by Ruth Young
Let's Count it Out Jesse Bear, by Nancy White Carlstrom
My Real Family, by Emily Arnold McCully
Paddington at the Circus, by Michael Bond
Threadbear, by Mick Inkpen
Where's My Teddy?, by Jez Albrough

Information About the Author (Natalie Kinsey-Warnock):

- Born: November 2, 1956 in Newport, Vermont
- Address: RD 3, Box 36A, Barton, Vermont 05822
- Career: Writer
- Awards: American Booksellers Pick of the List Citation in 1991 for *The Night the Bells Rang*, Children's Books of the Year by Bank Street College for *The Wild Horses of Sweet Briar* and *The Night the Bells Rang*, various other awards.
- Natalie Kinsey Warnock is very interested in history. "Most of my stories take place before I was born. I enjoy putting my characters into time periods I'm interested in. I feel that in some small way I get to live in that time period, at least while I'm writing the story."
- Hobbies and interests: history, athletics, nature, art, animals, gardening

Title: *Down the Road*

Author: Alice Schertle

Illustrator: E. B. Lewis

Publication Information: San Diego: Browndeer Press, 1995, 34 pages

Topics:

Families
Responsibilities
Following directions
Country life

Summary: This book tells of Hetty, a little girl who lives with her mama and papa in a house in the country. One day her mama and papa are talking of how nice fresh eggs would be for breakfast. Hetty offers to go get them on her own. Her father agrees that she is old enough to make the trip by herself. She has traveled to town with her parents before, but this is the first time that she has been allowed to go alone. He reminds her to get twelve big eggs with no cracks and to thank the store owner. When she gets to the store, she sets down the money and recites the order. "Twelve big beauties. No cracks." She thanks Mr. Birdie and begins her journey home. She says walking words and watches every step that she takes. Hetty is very careful with the eggs so that she will not break them. As she reaches a meadow, she sees an apple tree with bright red apples. Hetty decides to pick some and then go straight home. As she reaches for one of the apples, the basket tips and the eggs fall to the ground. She wants to stay in the tree forever because she has broken the eggs. A little while later, Hetty sees her father coming down the road so she must show him what has happened. Her father climbs up into the tree beside her. Then her mother comes looking for both of them. Hetty apologizes and explains that she was picking the apples to bring home to her parents. Pretty soon, the three of them are sitting in the tree eating the wonderful apples. As they walk home later, instead of the eggs, each of them is carrying apples to eat for breakfast.

Activities:

Reading:

- Read independently along with an audiotape; use information to complete a herringbone chart
- Teacher reads the book aloud to the class and has them make predictions
- Read another student's new ending to the story
- Read poems or stories that use onomatopoeia
- Have a guest reader visit the classroom

Writing:

- Write their own "walking words"
- Write a new ending to the story
- Write a letter to the main character in the story
- Compile a list of "sound words" they find in this and other stories
- Write about something the student is responsible for and how the task is completed

Speaking:

- Give interpretations of Sketch to Stretch drawings
- As a class, discuss family relationships and the different types of families that exist
- Talk about onomatopoeia and how it was used in the book
- Talk about how to handle difficult situations and have the students role play various scenarios

- Debate related topics such as the parents' response to Hetty's "negligence" or how to solve a conflict

Listening:

- Listen to an audiotape of the story
- Listen to class discussions
- Listen to arguments and rebuttals from debate teams
- Listen to teacher or guest read the story
- Listen to partner's ideas when filling out the herringbone chart

Viewing/Visually Representing:

- Create a container for the eggs that would keep them from breaking if they fell. Test your invention
- Make a collage about families (use photos, magazine pictures, drawings, etc.)
- Use the Internet to research different types of families
- Describe and defend your egg container design orally. Use a diagram with labeled parts to support the presentation

Thinking:

- Why do you think it was so important for Hetty to be able to go to the store alone?
- What did Hetty do when she dropped the eggs? Why? What would you have done?
- Why do you think Hetty's parents climbed up in the tree with her? Do you think it had anything to do with her age?
- Do you think Hetty had a good relationship with her parents? How do you know?
- Why do you think the author used onomatopoeia in the book?

Curricular Connections:

Art-Illustrations, drawings
 Science-Egg drop container, physics
 Social Studies-Families and relationships
 Math--Measuring skills, counting

Related Readings:

By Alice Schertle:

Advice for a Frog and Other Poems
The April Fool
Bill and the Google-Eyed Goblins
Bim Dooley Makes His Move
Goodnight Hattie, My Dearie, My Love
The Gorilla in the Hall
Gus Wanders Off
Hob Goblin and Skeleton
How Now, Brown Cow?
In My Treehouse
Jeremy Bean's St. Patrick's Day
Keepers
Little Frog's Song
Maisie
My Two Feet
That Olive!

That's What I Thought
William and Grandpa
Witch Hazel

Illustrated by E. B. Lewis:

I Love My Hair!, by Natasha Anastasia Tarpley
The New King, by Doreen Rappaport
Only a Pigeon, by Jane and Christopher Kurtz

About Country Life:

All the Places to Love, by Patricia MacLachlan
Come a Tide, by George Ella Lyon
Letting Swift River Go, by Jane Yolen
A Regular Flood of Mishap, by Tom Birdseye
We Keep a Store, by Anne Shelby
We Love Them, by Martin Waddell

About Families:

Flower Garden, by Eve Bunting
Love You Forever, by Robert Munsch
My Real Family, by Emily Arnold McCully
Owen, by Kevin Henkes
Toby, Where Are You?, by William Steig

About African-Americans:

Because You're Lucky, by Irene Smalls
I Love My Hair!, by Natasha Anastasia Tarpley
Irene and the Big Fine Nickel, by Irene Smalls
Irene Jennie and the Christmas Masquerade: The Johnkankus, by Irene Smalls
Jamaica Louise James, by Amy Hest
Little Lil and the Swing-Singing Sax, by Libba Moore Gray
Louise's Gift, by Irene Smalls
Nappy Hair, by Carolivia Herron

Information About the Author:

- Born: April 7, 1941 in Los Angeles, CA
- Address: La Habra Heights, CA
- Career: Elementary school teacher from 1963-1965; Writer
- Awards: Parents' Choice Picture Book and Christopher Award for *William and Grandpa*, Parents' Choice Picture Book for *Witch Hazel*, Notable Children's Books for *Advice for a Frog and Other Poems* and *Down the Road*
- Alice Schertle has always loved books. As a child, she could be found reading in unlikely places. This is one of the reasons that she writes children's books-because she enjoys books. She has said, "We who write for young children share the considerable responsibility and that wonderful opportunity of showing them that words can paint pictures, too."
- Hobbies and interests: gardening

Title: *The Floating House*

Author: Scott Russell Sanders

Illustrator: Helen Cogancherry

Publication Information: New York: Macmillan Books for Young Readers, 1995, 29 pages

Topics:

Frontier/Pioneer life
Rivers
Boats
Communities
Historical Fiction

Summary: *The Floating House* is the story of the McClure family. It takes place in 1815 and follows their journey on a flatboat from Pittsburgh down the Ohio river to a settlement in Jeffersonville, Indiana. It begins with the family packing up all of their belongings and setting off in search of a new home. Mr. and Mrs. McClure, along with their children, Mary and Jonathan, spend the day floating downstream and at night they tie the boat up to the bank. This is when they refill water jugs, hunt for food, and talk with other travelers. As they continue down the river, they see many places that are new to them--Pennsylvania, Ohio, Western Virginia, Kentucky, and what will become Indiana. Much of the land that they pass is beautiful, unsettled wilderness, unlike their town of Pittsburgh. When the McClure family gets close to Jeffersonville, they have to listen for a waterfall that will mark their home. It is important that they all be alert so that they do not miss the settlement. Once they reach their destination, they dismantle the boat they have lived on for over a month and build a house with the very same wood. Now back on land, the children often think of their adventure down the river to this unknown place and wonder what it would be like to set off again.

Activities:

Reading:

- Read diary entries/real life accounts of life during this time
- Teacher reads the book aloud to the class
- Read about the Ohio River and the towns mentioned in the book
- Read map of the McClure family's journey

Writing:

- Write a letter to the author, asking about the journey taken by the McClure family
- Make a story map (in the form of a river map) of the important events in the story
- Write an ad for Jeffersonville that would make others want to move there
- Write a paragraph of advice you think the McClure family would give other families traveling on the Ohio River
- Write a short story based on a historical time period/event that has been studied

Speaking:

- Answer thinking questions in small discussion circles
- In pairs, have students talk about the importance of the illustrations to the story
- Have a speaker from a local historical society or library talk about settlers in your area during this time period
- Discuss historical fiction--based on history, with fictional characters and/or events
- Discuss rivers--why they are important, how they were formed, how they are used for transportation, etc.

Listening:

- Listen to reading of the book
- Listen to responses to thinking questions
- Listen to tape of forest and river sounds that the McClure family may have heard
- Listen to guest speaker
- Listen to discussions
- Listen to tapes of music popular at that time

Viewing/Visually Representing:

- Use popsicle sticks, cardboard or other materials to make a flatboat like the one the McClure family used
- Look at map of this area in 1815 and today. Compare them. Locate the places mentioned in the book
- Display pictures of different types of boats around the room for students to view
- Create a riverbed in your classroom (clear container, rocks, gravel, dirt water, foliage, etc.)

Thinking:

- How does this story compare with things that have happened in your life?
- How do you think Jeffersonville has changed between 1815 and now?
- Why was it so important for the characters to work together during the trip?
- How do you feel when you go to a new place? How do you think this family felt?
- What was your favorite part of the story? Why?

Curricular Connections:

Art-Make flatboat

Science-Rivers, create riverbed

Social Studies-Pioneers, early settlements, maps, communities

Math-Calculate the distance of the trip

Music--Tape of the music of the forest/river, campfire songs they might have sung

Related Readings:

By Scott Russell Sanders:

Hear the Wind Blow: American Folksongs Retold

Here Comes the Mystery Man

A Place Called Freedom

Stone Country

Illustrated by Helen Cogancherry:

Dinnie Abbie Sister-r-r!., by Riki Levinson

Here Comes the Mystery Man, by Scott Russell Sanders

I Am Not a Crybaby, by Norma Simon

I'm Deaf, and It's Okay, by Lorraine Aseltine

The Real Tooth Fairy, by Marilyn Kaye

Who is a Stranger, and What Should I Do?, by Linda Walvoord Girard

About Rivers:

Follow the River, by Lydia Dabovich

Where the River Begins, by Thomas Locker

About Pioneer life:

Folks Call Me Appleseed John, by Andrew Glass
The Golly Sisters Go West, by Besty Byars
The Golly Sisters Ride Again, by Betsy Byars
Grandma Essie's Covered Wagon, by David Williams
Here Comes the Mystery Man, by Scott Russell Sanders
Hurray for the Golly Sisters, by Besty Byars
Swamp Angel, by Anne Isaacs

Information About the Author:

- Born: October 26, 1945 in Memphis, TN
- Address: 1113 East Wylie St., Bloomington, IN, 47401 (home); Department of English, Indiana university, Bloomington, IN, 47405 (office)
- Career: English Professor at Indiana University from 1971-present
- Awards: *Bad Man Ballad* was selected one of *School Library Journal's* Best Books for Young Adults, award in Creative Nonfiction from the Associated Writing Programs for *The Paradise of Bombs* in 1987
- Scott Russell Sanders writes using various forms--realistic fiction, science fiction, folk tales, stories for children, personal essays, historical novels. In all he is concerned with the ways human beings deal with the problems they encounter.
- Hobbies and Interests: building, hiking, bicycling, wild flowers, voyaging

Title: *The Golden Goose* (A Brothers Grimm Fairy tale)

Retold by/Illustrator: Uri Shulevitz

Publication Information: New York: Farrar Straus Giroux, 1995, 28 pages

Topics:

Fairy tales
German Folklore
Germany
Morals

Summary: *The Golden Goose* is a fairy tale about a family with three sons, the youngest of whom is a simple individual. The two older brothers, who are going out to cut wood, are given sweet cakes before they leave. When an old man asks each of them to share the cake, they refuse because there will not be enough for them to eat. Then, as each one tries to chop down a tree, he is injured. The youngest boy wants to cut wood, but his parents are afraid that he, too, will be injured. He decides to go anyway. His mother gives him a piece of dry bread before he leaves. In the forest he meets the old man who asks to share his cake. The simpleton explains that he only has a piece of dry bread, but that he will share it with the man. When he pulls out the bread, it is a sweet cake. The old man thanks him and says he will give the boy good luck. As he cuts down the tree, a goose with golden feathers appears there. The boy goes to stay in an inn for the night. The innkeeper's three daughters see the goose and want golden feathers, so they tiptoe into his room after he is asleep. As each one touches the goose, they are stuck to it. They cannot leave. When the boy leaves the next morning, he does not notice that the three girls are following him. While walking to the city, a parson sees the three girls following the boy and when he touches them, he is attached. Then a sexton, a peasant and the peasant's wife become connected. Nearing the city, the boy decides to go to the castle to see if he can make the princess laugh. The king has said that the first person to make the princess laugh will marry her. The guards of the castle try to stop the boy with the goose, but they become stuck as well. When the princess sees the parade of people, she cannot stop laughing. The simpleton goes to see the king, but the king does not want this boy to marry his daughter. He tells the boy that he must bring a boat that can sail on land and water before he can marry the girl. He does not know what to do, so he goes back to the old man in the forest. The man gives him a boat that fits the requirements because the boy has been kind. When he goes back with the boat, the king has to let him marry the princess. The two live happily ever after with the golden goose.

Activities:

Reading:

- Teacher does a preview of the book (with copies for each student, or as a small group so that all can see) Determine any unknown words, add to word wall. Discuss the meanings of the words so that students will have more success comprehending the story. Then, the teacher reads the book aloud to the students
- Read other versions of *The Golden Goose* in order to compare them
- Read along with the book while listening to it on audiotape
- Make photocopies of each student's original books. Keep them in the class library and allow others to check them out to read at home
- Read and learn about Germany/German culture as it is reflected in this story

Writing:

- Use the Copy Change strategy. This allows the students to write their own stories using the framework of a book they have read, but then changing the specific

events. In this case, the students would use repetitive phrases throughout the book, and include a moral/lesson to be learned

- Write new words on a word wall, incorporate into spelling lists, or vocabulary lessons (as appropriate to grade level). Have students add the words to their own, personal word splash papers/folders
- Write poems using rhyming words
- Pairs of students write a book review comparing/contrasting this version of the story with another of their choosing
- Write the script for a televised version of the story as a class

Speaking:

- Discuss rhyming words, as seen in the italicized saying in the story. Have students identify them. This may be done in small groups or as a class
- Talk about the characteristics of a fairy tale and locate examples in this story
- Talk in pairs about the differences/similarities between the various versions of *The Golden Goose*
- Present a television program on Germany/German culture to share with other classes or parents
- Talk about thinking questions in small groups

Listening:

- Listen to and follow along with the book as it is read on an audiotape
- Listen to the teacher preview the story and then read it aloud. Students should be alert for new words as they listen
- Listen to discussion about rhyming words
- Listen to ideas from partners about the different versions of the story
- Listen to thinking questions and answers

Viewing/Visually Representing:

- Allow students to write the final draft of their rhyming poems on paper plates that will be cut to form a spiral that can be hung from the ceiling or low hooks
- Include the book reviews in a class newspaper
- Design a book jacket for *The Golden Goose*
- Videotape the television program and allow students to see their completed work before sharing it with others

Thinking:

- How do the pictures help you to understand what is going on in the story? Would it be the same without them?
- What is the importance of the golden goose? Why is it special?
- What is a moral? What is the moral of this story?
- What makes this a fairy tale?
- Have you done things to help others? What? Why?
- Why was the boy considered simple? Was he? What did he do that showed he was smart?
- What is greed? What are the negative consequences of greed?

Curricular Connections:

Art-Designing book jacket

Math-Probability (of boy knowing people are attached)

Social Studies-Germany/German culture

Related Readings:

Written and/or Illustrated by Uri Shulevitz:

Dawn

The Fool of the World and the Flying Ship: A Russian Tale, by Arthur Ransome

The Fools of Chelm and Their History, by Elizabeth Shub

The Golem, by Isaac Bashevis Singer

The Magician

Oh What a Noise

One Monday Morning

Rain Rain Rivers

The Silkspinnners

Snow

Soldier and Tsar in the Forest: A Russian Tale, by Richard Lourie

Toddlecreek Post Office

The Treasure

By Jacob and Wilhelm Grimm:

The Bremen Town Musicians

Brave Little Tailor

The Brothers Grimm: The Complete Fairy Tales

The Falling Stars

The Frog Prince

Hansel and Gretel

Iron Hans

The Wolf and the Seven Little Kids

German Folklore:

Anno's Twice Told Tales, by Mitsumasa Anno

Fairy Tales of the Brothers Grimm, by Neil Philip

Rapunzel, by Alix Berenzy

Rapunzel, by Paul O. Zelinsky

Rumpelstiltskin, by Robyn Green and Bronwen Scarffe

The Turnip, by Walter de la Mare

Fairy Tales and Adaptations:

Fairy Tales of Hans Christian Andersen, by Neil Philip

Favorite Fairy Tales Told in Denmark, by Virginia Haviland

Favorite Fairy Tales Told in Japan, by Virginia Haviland

The Frog Princess, by Laura Cecil

The Goose Girl, by Eric A. Kimmel

The Old Woman Who Lived in a Vinegar Bottle: A British Fairy Tale, by Margaret Read MacDonald

Papa Gatto: An Italian Fairy Tale, by Ruth Sanderson

Peter and the Wolf, by Ian Beck

Sleepless Beauty, by Frances Minters

Truly Grim Tales, by Priscilla Galloway

Information About the Author:

- Born: February 27, 1935 in Warsaw, Poland
- Address: New York, NY
- Career: Author and illustrator of children's books from 1961-present
- Awards: Caldecott Honor Book for *The Treasure* in 1980, Charlotte Zolotow Award and Caldecott Honor Book for *Snow* in 1999, various other awards
- Uri Shulevitz immigrated to the United States in 1959. He received his education in Israel and the United States. Shulevitz is the author and illustrator of many books.
- Hobbies and interests: art, music, movies, old tales and parables of eastern traditions, yoga and tai-chi-chuan, ballroom dancing

Title: *Heart of a Tiger*

Author: Marsha Diane Arnold

Illustrator: Jamichael Henterly

Publication Information: New York: Dial Books for Young Readers, 1995, 30 pages

Topics:

Names

India

Cats/Tigers

Jungles

Summary: *Heart of a Tiger* is the story of four kittens who are awaiting the Name Day Celebration. This is a custom with the animals of the jungle, in which names are announced at a special ceremony held one year after birth. The other animals must agree that the chosen name is appropriate. Each of the four kittens has decided on a name except for Number Four, who is the smallest of the litter. He longs to be as magnificent as the great Bengal tiger, and wishes for such a wonderful name. One week before the celebration, Number Four gets up the courage to search for the tiger so that he can learn from the animal. The other animals of the jungle make fun of the kitten for choosing to do this. Even so, he travels on. When he finally finds the tiger, the kitten is told that he can never learn the wisdom and bravery of a tiger. Despite Bengal's discouraging words, the kitten quietly follows the creature. Soon after, Number Four sees a group of hunters trying to trick the tiger. He tells Bengal their plan and begs the animal to trust him. Luckily the tiger does as the kitten instructs, and the two are safe. As Naming Day approaches, the tiger explains to the kitten that even though he has a heart that will grow in wisdom and power, he will never be a Bengal. Number Four knows this is true and goes back to his family. On Naming Day, the kitten proudly announces that his name will be "Heart of a Tiger," and the animals agree it is an honest name.

Activities:

Reading:

- Have students do Think-Pair-Share with the book (Read to a point, think, talk with partner, share ideas with the class)
- Teacher reads the author's note aloud to the class
- Read about naming ceremonies in other countries/cultures (i.e., India, Australia and Native Americans)
- Read about tigers/jungles in books and on the Internet

Writing:

- Write down ideas from Think-Pair-Share activity
- Journal entry in which students brainstorm ideas about what name to choose for themselves
- Record web site addresses and information found on the Internet about tigers/jungles
- Write an article about a chosen culture's naming customs and put in a class magazine
- Write a letter to the teacher explaining the name you chose, and why you picked it

Speaking:

- Share your "name" at the naming ceremony
- Answer thinking questions as a class

- Discuss naming customs in other countries
- Talk about the significance of the “hidden” tigers in the pictures (ie. qualities of a tiger found in unexpected places/ creatures, able to blend in with surroundings)

Listening:

- Listen to reading done by the teacher and classmates
- Listen during Think-Pair-Share activity
- Listen to other students respond to thinking questions
- Listen to discussions about naming celebrations
- Listen to presentations at classroom naming celebration

Viewing/Visually Representing:

- Have students look at illustrations and find the “hidden” tigers in the pictures
- Have naming celebration in which students share chosen names and get feedback from classmates
- Internet search on tigers/jungles
- Make a model of Number Four or Bengal out of clay
- Make a bulletin board about tigers, jungles, naming celebrations to display for the entire school
- Sketch how Number Four (“Heart of a Tiger”) will look in two to three years

Thinking:

- Why did number Four want a noble name? Why are names important?
- How did Number Four get his name? Why was this name appropriate?
- Why did the kitten follow Bengal even though the tiger did not want him to?
- How did Number Four save Bengal?
- How does the naming celebration compare to our naming customs?
- What will the kitten have to do to live up to his name?

Curricular Connections:

Art-Model with clay, bulletin board

Science-Cats, tigers, jungles

Social Studies-India, naming celebrations

Related Readings:

By Marsha Diane Arnold:

The Chicken Salad Club

Quack, Quack, Quack

The Pumpkin Runner

Illustrated by Jamichael Henterly:

Buried Moon, by Margaret Hodges

About Cats:

Chipmunk!, by Jessie Haas

Dancing Dogs, by Philip Ross Norman

The Fat Cat Sat on a Mat, by Nurit Karlin

Henry the Sailor Cat, by Mary Calhoun

I am the Dog, I am the Cat, by Donald Hall

Leo the Magnificent, by Ann M. Martin

Lester's Dog, by Karen Hesse
Mrs. Merriwether's Musical Cat, by Carol Purdy
Tabby: A Story in Pictures, by Alike
Tangles, by Errol Broome
Tikvah Means Hope, by Patricia Polacco

About Names:

The Boy Who Loved Morning, by Shannon K. Jacobs
Chrysanthemum, by Kevin Henkes
The Other Emily, by Gibbs Davis
A Porcupine Named Fluffy, by Helen Lester

Information About the Author:

- Born: Kansas
- Address: Sebastopol, California
- Career: Writer
- Awards: Smithsonian Notable Children's Book for *The Pumpkin Runner*, 1998
Washington Children's Choice Picture Book Award for *Heart of a Tiger*, and 1998
Missouri Show Me Readers Award for *Heart of a Tiger*
- Marsha Diane Arnold grew up in Kansas helping her father who was a dairy and wheat farmer. She said that she "never envisioned becoming a writer. As a youngster, I never even kept a journal."

Title: *Papa Gatto: An Italian Fairy Tale*

Author/Illustrator: Ruth Sanderson

Publication Information: Boston: Little, Brown and Company, 1995, 29 pages

Topics:

Folklore
Italian fairy tales
Cats/kittens

Summary: *Papa Gatto* is an Italian fairy tale. It is about a wise old cat, Papa Gatto, and his eight kittens. Papa Gatto is the prince's advisor, and, because of this, he travels a great deal. After his wife dies, he has to find someone to care for his kittens when he is away. He writes an advertisement which states that he will pay any amount for someone to cook, clean and watch out for the kittens. When a mean widow hears about the advertisement, she decides to have her daughter, Sophia, apply for the job and come home with large amounts of money. Beatrice, her kind stepdaughter, begs to be able to care for the kittens because she knows they do not have a mother, but the widow will not allow it. Sophia goes to Papa Gatto's to get the job. During his absence, the girl fails to complete any of the tasks that had been asked of her. Instead, she looks around the house and finds a beautiful diamond necklace. She places it upon her wrist and wears it day and night. When Papa Gatto returns, he is shocked by the mess that he finds. He makes Sophia leave at once and snatches the diamond necklace from her. Soon after Papa Gatto comes home, he receives word that he is needed by the prince. He has to find someone who will take care of the kittens, so again, he sends out an advertisement. Beatrice hears this and leaves for the mansion without telling her stepmother. She falls in love with the kittens, and they do the same with her. Papa Gatto comes home to find that all is well. Beatrice says that she only wants kind words as payment, but he gives her the diamond necklace anyway. When Beatrice goes back home, Sophia sees the diamonds and takes them from her. At this same time, the prince is meeting with Papa Gatto and the two are talking about Beatrice. Since the prince wants to meet her, the old cat tells him that she will probably be at the town fair, and to look for the girl wearing the diamond necklace. The prince goes to the fair and sees Sophia wearing the necklace and thinks that she is Beatrice. She tricks him into thinking that she is the person who had cared for the kittens properly. Later that day, the prince and Papa Gatto go to visit Beatrice and the truth about her identity is told. Papa Gatto introduces the prince to the real Beatrice. She is invited to live with Papa Gatto and his kittens, and to get to know the prince. She accepts and leaves her stepmother and stepsister to cook and clean for themselves.

Activities:

Reading:

- Read other Italian fairy tales
- Teacher reads the book aloud to the class
- Read to find words that describe the characters. Jot them down
- Create a Venn diagram to compare and contrast the two young women

Writing:

- Write your own fairy tale using the writing process (prewrite, draft, revise, edit, publish)
- Write character sketches using descriptive words
- Write a letter to a travel bureau to request information about Italy
- Write a new advertisement that Papa Gatto could have used
- Answer the thinking questions in journals

Speaking:

- Talk about the elements of a fairy tale and identify them in the story
- Reader's theater presentation of the story
- Writing conference with the teacher to discuss student's fairy tale
- Discuss the importance of the illustrations to the story
- Share with a partner what you would want as payment for watching the kittens

Listening:

- Listen to discussions
- Listen to suggestions/feedback from the teacher during writing conference
- Listen to video about Italy
- Listen to Reader's theater presentations
- Listen to teacher read the book and ask thinking questions

Viewing/Visually Representing:

- Watch a video about Italy
- Draw a picture of Papa Gatto and display it in the room
- Have each student find an example of a fairy tale to show or keep in the classroom library while the book is being discussed
- Make a poster for this book, including title, author and slogan to encourage others to read the book
- Look at pictures of diamond necklaces to see which one fits the story best. The values of each could be incorporated into math lessons

Thinking:

- How would you have handled Sophia if you were Papa Gatto?
- Why do you think Papa Gatto gave Beatrice the necklace?
- Why do you think Sophia pretended to be Beatrice?
- What lessons are taught by this story?
- What makes this story a fairy tale?
- How should Sophia have behaved? Why didn't she?

Curricular Connections:

Art-Draw a picture, poster
Math-Value of diamond necklaces
Science-Cats
Social Studies-Italy

Related Readings:

Written and/or Illustrated by Ruth Sanderson:

A Child's Garden of Verses, by Robert Louis Stevenson
The Enchanted Wood: An Original Fairy Tale
Grandma's Beach Surprise, by Ilka List
Samantha on Stage, by Susan Farrar
The Twelve Dancing Princesses

About Cats:

Cats, by David Alderton
Chipmunk!, by Jessie Haas
Dancing Dogs, by Philip Ross Norman

The Fat Cat Sat on a Mat, by Nurit Karlin
Heart of a Tiger, by Marsha Diane Arnold
Henry the Sailor Cat, by Mary Calhoun
I am the Dog, I am the Cat, by Donald Hall
Leo the Magnificent, by Ann M. Martin
Lester's Dog, by Karen Hesse
Mrs. Merriwether's Musical Cat, by Carol Purdy
Pets: A Comprehensive Handbook for Kids, by Frances N. Chrystie
Shadow, by Joyce Sweeney
Tabby: A Story in Pictures, by Alike
Tangles, by Errol Broome
Tikvah Means Hope, by Patricia Polacco

Italian Fairy Tales:

The Christmas Witch: An Italian Legend, by Joanne Oppenheim
The Frog Princess, by Laura Cecil
The Legend of Old Befana: An Italian Christmas Story, by Tomie de Paola
Strega Nona: An Old Tale, by Tomie de Paola
The Talking Tree: An Old Italian Tale, by Inna Rayevsky

Information About the Author:

- Born: November 24, 1951 in Ware, MA
- Address: P.O. Box 483, Palmer, MA 01069
- Career: Illustrator of children's books
- Awards: Outstanding Science book for *Five Nests*, notable children's trade book in Social Studies for *A Different Kind of Gold*, in 1982 *The Animal, the Vegetable, and John D. Jones* was chosen as one of the "Best Books of 1982"
- Ruth Sanderson began drawing when she was a child. She would spend hours copying horses from *How to Draw Horses*, by Walter Foster. Sanderson started out doing textbook illustration and slowly worked her way up to trade books and jacket illustration. Sanderson explains, "Usually when I'm working on book covers, I juggle five or six covers at once, but when I take on a big project, I devote all my time to it."
- Hobbies and Interests: reading, tennis, horseback riding

Title: *Piggie Pie*

Author: Margie Palatini

Illustrator: Howard Fine

Publication Information: New York: Clarion Books, 1995, 29 pages.

Topics:

Animals
Fiction
Witches
Humor

Summary: *Piggie Pie* is the story of Gritch the Witch and her attempt to make something truly tasty: piggie pie. She looks through her secret cookbook and locates the right recipe. She reads off the ingredients one by one, with no worries. That is, until she comes to the final ingredient, eight plump piggies. "Problem!" she yells because she does not have any pigs. She thinks and thinks about where to find these pigs and has an idea. Looking in the telephone book, she turns to the ad for Old MacDonald's Farm. They have piggies! Gritch hops on her broomstick and heads to the farm. She warns the pigs that she is coming for them. They see her and find ways to disguise themselves so that the witch does not recognize them. When she lands, she looks for them, but is unable to find them anywhere. Gritch becomes angry and leaves; disappointed because she is still hungry. On the way out she meets a battered wolf who tells her to forget the pigs. Gritch decides to invite the wolf for lunch. As they walk away together, each has a different idea about what will be eaten.

Activities:

Reading:

- Dramatic read aloud by the teacher of *Piggie Pie* (read twice--first without showing the illustrations, and next with the illustrations) Question students after each reading to emphasize the importance of the pictures to this story
- Read *The Three Little Pigs* independently
- Teacher reads *The True Story of the Three Little Pigs* by A. Wolf
- Read recipes for making food
- Reread parts of the stories to complete Venn diagrams

Writing:

- Journal entries in reaction to the book (e.g. Did you like *Piggie Pie* ?, What was your favorite scene?)
- Write a letter that invites other readers to read this book
- Write additional verses to "Old MacDonald Had a Farm" that deal with the book and sing them as a class
- Write about other ways the pigs could have dealt with the witch
- Write a class cookbook incorporating a recipe that each child likes

Speaking:

- Teacher and students discuss the elements of fictional books, identifying examples in the story
- Group talks about how *Piggie Pie* relates to *The Three Little Pigs* and *The True Story of the Three Little Pigs* by A. Wolf
- Do a puppet show of the book for another class

- Talk about discussion questions as a class
- Discuss with a partner whether or not you enjoyed the book. Was it funny?

Listening:

- Listen to the teacher or other students read the stories aloud and listen for alliterative words
- Listen to others answer discussion questions
- Listen as students put on the puppet show
- Listen to directions given by the teacher
- Listen to your partner during your meeting time

Viewing/Visually Representing:

- Make the puppets and put on the puppet show
- Create your favorite scene from the book using any art materials that are available
- Have a tasting party with samples of the recipes from the class cookbook
- Make a roll movie of the book by drawing scenes on a long strip of paper. Allow the paper to be put on rollers in a cardboard box to simulate a television.
- Make Venn diagrams comparing and contrasting the elements of *Piggie Pie*, *The Three Little Pigs*, and *The True Story of the Three Little Pigs* by A. Wolf

Thinking:

- How did the pigs keep the witch from finding them?
- Did the story end the way you expected it to? Why or why not?
- What do you think makes this book funny?
- How does this story compare with the two other stories read?
- Who is telling the story each time? Do you think this makes a difference in how the story is told? Would it be different if another character told the story?
- What impact do the illustrations have on understanding of the story?
- What questions would you ask the author about this story if you could?

Curricular Connections:

Math-Use recipes, talk about measuring and addition
 Social Studies-Farm life
 Art-Creating favorite scenes, puppets, roll movie, illustrations
 Science-Animals and their habitats
 Music-"Old MacDonald Had a Farm"

Related Readings:

By Margie Palatini:

Zoom Broom

Humorous Stories:

Burnt Toast on Davenport Street, by Tim Egan
The Care and Feeding of Fish: A Story with Pictures, by Sarajo Frieden
Custard the Dragon and the Wicked Knight, by Ogden Nash
How Santa Got His Job Back, by Stephen Krensky
I Was Born About 10,000 Years Ago: A Tall Tale, by Steven Kellogg
Let's Go Camping with Mr. Sillypants, by M. K. Brown
Ready, Set, Read--and Laugh!: A Funny Treasury for Beginning Readers, by Joanna Cole and Stephanie Calmenson

Saving Sweetness, by Diane Stanley
Squids Will Be Squids: Fresh Morals, Beastly Fables, by Jon Scieszka and Lane Smith
The Three Little Pigs, by Paul Galdone
The True Story of the Three Little Pigs by A. Wolf, by Jon Scieszka
Wallpaper from Space, by Daniel Pinkwater

Domestic Animals:

Barnyard Banter, by Denise Fleming
Barnyard Song, by Rhonda Gowler Greene
The Cow That Went Oink, by Bernard Most
George Washington's Cows, by David Small
Inside a Barn in the Country, by Alyssa Satin Capucilli
Jonathan Mouse and the Magic Box, by Ingrid Osthoeeren
My Barn, by Craig Brown
Parents in the Pigpen, Pigs in the Tub, by Amy Ehrlich
Pigs in the Mud in the Middle of the Road, by Lynn Plourde
The Pig in the Pond, by Martin Waddell
There's a Cow in the Road!, by Reeve Lindbergh

About Witches:

The Alphabet Soup, by Mirko Gabler
The Christmas Witch, by Steven Kellogg
The Fat Cat Sat on the Mat, by Nurit Karlin
Hansel and Gretel, by Tony Ross
Happy Valentine's Day, Emma!, by James Stevenson
Nicky at the Magic House, by Lieve Baeten

Information About the Author:

- Address: Plainford, New Jersey
- Career: Partner in an interior design and decorative painting business, writer
- Margie Palatini earned a B.F.A. in design from Moore College of Art in Philadelphia. She is the author of three children's novels.

Title: *A Regular Flood of Mishap*

Author: Tom Birdseye

Illustrator: Megan Lloyd

Publication Information: New York: Holiday House, 1994, 30 pages.

Topics:

Country life
Family life
Humorous stories
Mistakes

Summary: Ima Bean is the narrator of this story. As it begins, she is preparing to run away from home because she goofed. Ima tells of the day everything went wrong for her. It starts when she finds Grandpaw Bean's fishing pole by the creek. She is only trying to help when she begins to pull it from the water. It is a little more difficult than she thought it would be since there is a huge catfish stuck to the end of the line. While she struggles to reel it in, the fishing pole breaks. Ima Bean decides to go home and get some string to tie the pole back together. She accidentally takes the string that is holding the barnyard gate closed. When she unties it, the mule gallops out and into the clothesline. Ima takes her brother's bike and tries to catch the mule as he is dragging the wash through the yard, but she has forgotten that it is broken. The wheel comes off and she falls into the garden cart with the vegetables her mother has just picked. The cart starts to roll down the hill and smashes into the farm truck carrying the family's apples. That is when Ima Bean decides to leave her home. She packs her bags and begins to walk away, but she has forgotten something else--that her family still loves her even when she goofs.

Activities:

Reading:

- Read aloud by the teacher of *A Regular Flood of Mishap*
- Put on a play using the story as an outline for the script. Reread portions to create the scenes and lines that will be used
- Read appropriate samples of newspaper articles to prepare to write a mock interview with the main character
- Read social studies book, as well as other reading materials, about farm and country life. Compare to life in the city or to the lives of students in the class who live in the country
- Read other books by Tom Birdseye. Compare/contrast the writing style and types of books
- Make a K-W-L chart of what the students know, what they want to know and what they have learned about farms and life in the country. This will help to activate prior knowledge, as well as relate to the story

Writing:

- Keep a list of all of the accidents that Ima Bean causes throughout the book
- As a class, write a script for a play. Include the incidents in the story and some of the dialogue. May incorporate additional speaking parts for the other members of the family if desired
- Write a newspaper article in which they interview the main character, Ima Bean. Have them write questions that they would like to ask. Then the students can choose a partner to portray Ima Bean. The partners can reverse roles as well.

Using the information from the story, the students will be able to come up with their answers

- Answer thinking questions on a reading response worksheet
- Write funny stories using cause and effect thinking

Speaking:

- Put on a play of *A Regular Flood of Mishap*. Present to other classes or parents. Allow every student to participate in some way, whether it be with a speaking part, or as stage/set help, publicity and so on
- Talk about a situation in which one mistake has or could lead to another. Have listeners guess whether the story is real or fictional
- Talk about the characteristics of humorous stories. (amusing or unusual events, interesting names for the characters, an unexpected ending, and so on)
- Use interviewing skills with partners to interview Ima Bean
- Have a group discussion about making mistakes. Talk about how you should handle such a situation, whether you are the one who made the mistake or not. Discuss why people make excuses, and why it is good to tell the truth

Listening:

- Listen to the teacher read the story aloud
- Listen to class talk about the planning of the play, as well as the final presentation
- Listen to questions and answers during the mock interview
- Listen to lessons about farm life, identify characteristics unique to such a living environment
- Listen to discussions about making mistakes

Viewing/Visually Representing:

- Design and create scenery for the play. Also put together simple costumes if so desired
- Allow students to use the characters in the book to create their own comic strips. Publish a comics page in the class newspaper
- Do a Sketch-to-Stretch activity. Have the students draw a picture of a favorite scene or event in the book. Have other students in a small group, or as a whole class, try to interpret the drawing and identify the event
- Look at pictures of farms, compare to the drawings in the book. Are they realistic?

Thinking:

- Do you think this book is funny? What makes it funny?
- Why did Ima Bean think that running away was the answer to her problems?
- How could the “flood of mishaps” been prevented?
- How do you think Ima Bean felt while all of this was happening? How would you have felt?
- How do you react when you, or someone you know, makes a mistake?
- Why is the name of this character appropriate? What might be even better?

Curricular Connections:

Art-Create scenery for play, comics

Math-Cause and effect relationship and problem-solving

Social Studies-Farm/country life

Related Readings:

By Tom Birdseye:

I'm Going to be Famous
Air Mail to the Moon
Songs of Stars: Asian Legend
Tucker
Waiting for Baby
A Kid's Guide to Building Forts
She'll Be Comin' Round the Mountain
Tarantula Shoes
What I Believe: Kids Talk About Faith
Under Our Skin: Kids Talk About Race

Illustrated by Megan Lloyd:

All Those Mothers at the Manger, by Norma Farber
Dance With Me, by Barbara Juster Esbensen
The Gingerbread Doll, by Susan Tews
How You Talk, by Paul Showers

About Country Life:

All the Places to Love, by Patricia Machachlan
Come a Tide, by George Ella Lyon
Down the Road, by Alice Schertle
Letting Swift River Go, by Jane Yolen

About Farm Life:

Dancin' in the Kitchen, by Wendy Gelsanliter
D.W., Go to Your Room!, by Marc Tolon Brown

About Mistakes:

A Friend for Minerva Louise, by Janet Morgan Stoeke
Happy New Year, Beni by Jane Breskin Zalben
A Hat for Minerva Louise, by Janet Morgan Stoeke
Honest Andrew, by Gloria Skurzynski
Minerva Louise at School, by Janet Morgan Stoeke
The Triumphs of Fuzzy Fogtop, by Anne K. Rose

Information About the Author:

- Born: July 13, 1951 in Durham, NC
- Address: 511 Northwest 12th St., Corvallis, OR 97330 (home and office)
- Career: Elementary School Teacher from 1977-1988; Taught English in Japan; Writer
- Awards: Children's Choice Book Award for *Air Mail to the Moon* and *A Regular Flood of Mishap*
- Tom Birdseye never aspired to be a writer. He was more interested in things like sports, fishing, forts, and bicycles. Tom had difficulty writing as a child. He was a reluctant reader, and had trouble finishing stories in school. Today, he must write and rewrite his stories, but it is something that he loves. Birdseye shared, "The boy who couldn't imagine himself as a writer, now can't imagine himself anything else."
- Hobbies and interests: skiing, hiking, canoeing, camping, mountain climbing

Title: *Sunflower House*

Author: Eve Bunting

Illustrator: Kathryn Hewitt

Publication Information: San Diego: Harcourt Brace & Company, 1996, 29 pages

Topics:

Flowers
Friendship
Team work

Summary: This story is told by a little boy who is growing a sunflower house in his backyard. He explains, step by step, how it is planted and cared for. He is very proud of this sunflower house and shares the many things he does when the flowers finally bloom. All summer, this house is where he and his friends spend their time. They laugh and play here, until one day the flowers begin to dry and bend. The children try everything to make the sunflowers stand, but it does not help. "Wait!," says the boy, and he begins to pick seeds out of the flowers. The children collect, and throw the seeds in different places in the yard. Now there will be seeds to grow another house next year!

Activities:

Reading:

- Complete a story mapping of *Sunflower House* (focus on the main events of the story as they are read)
- Read other books by Eve Bunting
- Read directions on seed packages to learn how to plant and care for the flowers
- Read *Sunflower House* with a partner
- Read student poems in small groups

Writing:

- Write daily or weekly logs about the growth of classroom flowers/plants
- Write a letter to the author
- Write a story about a place that is special to you
- Write a poem about friendship
- Create a story map, recording important events as they occur in the story

Speaking:

- Discuss in small groups how flowers grow
- Discuss what they would do if they had sunflower houses
- Share responses from the author with class
- Discuss thinking questions with a partner
- Talk with the students about the life cycle of the sunflower, relate to the life cycles of all creatures, including humans

Listening:

- Listen to class discussions
- Listen to gardener on local radio or television stations
- Listen/participate in discussion about life cycles
- Listen to other students read their poems
- Listen to partner read *Sunflower House*
- Listen to a guest speaker from a greenhouse or a nursery

Viewing/Visually Representing:

- Have each student plant sunflowers or plants in the classroom. Observe them as they grow and discuss the changes
- Make sunflower using sunflower seeds, a paper plate, brown felt, fake petals or yellow construction paper, green ribbon and a large piece of white paper
- Watch a video on gardening and the growth of flowers and plants
- Create a classroom “sunflower house” out of various materials (may use as a reading area or other designated space)
- Visit a nursery or greenhouse to look at plants

Thinking:

- What would you do if you were in the boy’s place when the flowers started to wilt?
- What are some things that are more successful if we work together?
- How did the boy’s friends help him throughout the book?
- What does friendship mean to you?
- How has your plant changed since it was planted? Why?

Curricular Connections:

Art-Make sunflower and classroom “sunflower house”

Science-Plant growth, life cycles

Social Studies-Friendship, working together

Related Readings:

By Eve Bunting:

Flower Garden

Happy Birthday, Dear Duck

The Happy Funeral

The Mother’s Day Mice

Night of the Gargoyles

The Robot Birthday

Smoky Night

Train to Somewhere

Illustrated by Kathryn Hewitt:

Flower Garden, by Eve Bunting

Lives of the Musicians: Good Times, Bad Times (and What the Neighbors Thought),
by Kathleen Krull

Lives of the Writers: Comedies, Tragedies (and What the Neighbors Thought), by Kathleen Krull

Books in Rhyme:

Barn Cat: A Counting Book, by Carol P. Saul

Barnyard Song, by Rhonda Gowler Greene

Bugs!, by David T. Greenberg

The Cinder-eyed Cats, by Eric Rohmann

A Creepy Countdown, by Charlotte Huck

Greetings, Sun, by Phillis and David Gershator

Lulu Crow’s Garden: A Silly Old Story with a Brand-new Pictures, by Lizi Boyd

Yucka Drucka Droni, by Eugenia and Vladimir Radunsky

Information About the Author:

- Born: December 19, 1928 in Maghera, Northern Ireland
- Address: 1512 Rose Villa St., Pasadena, CA 91106
- Career: Writer from 1969-present, Teacher of writing from 1978-1979
- Awards: Golden Kite Award from the Society of Children's Book Writers; Outstanding Science Trade Book for Children for *One More Flight*; Children's Book of the Year for *The Big Red Barn* (1979) , *Goose Dinner* and *The Waiting Game* (1981), *The Valentine Bears* (1986), *The Mother's Day Mice* and *Sixth-Grade Sleepover* (1987)
- Eve Bunting had always done well on writing projects at school, but had never aspired to be an author. It was not until she came to the United States that she took a class on writing for publications. It was the first step in her career. Bunting's first book was published when she was forty-three years old.

Title: *Two of Everything*

Author/Illustrator: Lily Toy Hong

Publication Information: Morton Grove, Illinois: Albert Whitman & Company, 1993, 28 pages.

Topics:

Chinese culture
Folktales

Summary: *Two of Everything* is a Chinese folktale about a poor elderly couple, Mr. and Mrs. Haktak. One day when Mr. Haktak is digging in his garden, he comes upon a large brass pot. He throws his purse, filled with five gold coins, into the pot so that he will not lose it. When Mr. Haktak gets home, his wife does not know what to do with the pot. As she looks at it, one of her hairpins falls into the pot. When she reaches in to pull it out, she finds not one, but two hairpins. She also picks up the purse that Mr. Haktak had thrown into it and finds two of them, each filled with five gold coins. The couple is shocked and begins throwing other items into the pot, and pulling out two identical things. They continue by putting gold coins in and pulling out twice the amount. In the morning, Mr. Haktak goes to the village. When he comes home, Mrs. Haktak is startled and falls into the pot. Her husband pulls her from the pot and out comes a second Mrs. Haktak. His wife yells and Mr. Haktak falls in as well. Out come two Mr. Haktaks! As this is happening, Mrs. Haktak has an idea. She decides that since they have two of everything in their house, the two people who looked like them can be married and use the extra items. So, they build two identical homes and live next door to each other. From then on, the neighbors think that the Haktaks have become so rich that they have two of everything, including themselves.

Activities:

Reading:

- Teacher reads *Two of Everything* aloud to the class
- Do paired reading, in which two students take turns reading aloud to each other
- Read other Chinese folktales
- Allow students to read other examples of folktales

Writing:

- Write alternative endings to the story
- Write folktales using ideas/things that are valued in our society (incorporate various elements of folktales that were learned)
- Write journal entries responding to the thinking questions
- Write a letter to a friend telling him/her about the book, and why he/she should read it
- Write a newspaper article about the Haktaks, as if you lived in the same village as them. Explain what has happened and why there are now two sets of them

Speaking:

- Discuss what you liked or did not like about the book in small groups
- Speak in Chinese. Repeat simple Chinese words and phrases that are taught by the teacher, guest speaker, or on an audio cassette
- Share your folktale with a partner or small group. Talk about the main ideas in the story and why you chose the topic
- Retell the story for small groups
- Discuss the basic elements of folktales, relate to the story, as well as things that may be valued/believed in our culture that we would want to emphasize to others

Listening:

- Listen to the teacher or other students read the story aloud
- Listen to discussion about the characteristics of folktales
- Listen to a recording of someone reading *Two of Everything*. This may help children understand what is going on and follow along as the book is read
- Listen to a guest speaker who has lived in or visited China. He or she will talk about China and the Chinese culture
- Listen to ideas from other students in group discussions

Viewing/Visually Representing:

- Illustrate their folktales
- Create felt board pieces to use when retelling the story on their own
- Use the Internet to search for sites about folktales
- Watch videotape about Chinese folktales

Thinking:

- How do you think the couple felt when they realized what the pot could do?
- What is the lesson or moral of the story?
- Which characteristics of a folktale can you identify in *Two of Everything*?
- What did you learn about the Chinese culture? How does it relate to our culture?
- If you could choose one item to put into a similar magic pot, what would it be? Why?

Curricular Connections:

Art-Illustration and felt board pieces

Math-Problem solving in relation to story and math problems

Music-Chinese instruments and background music fortelling the story

Science-Science versus magic

Social Studies-Culture of China and map skills

Related Readings:

By Lily Toy Hong:

The Empress and the Silkworm

How the Ox Star Fell From Heaven

Chinese Folktales:

The Beggar's Magic: A Chinese Folktale, by Margaret and Raymond Chang

The Cricket Warrior: A Chinese Tale, by Margaret and Raymond Chang

The Empty Pot, by Demi

The Fourth Question: A Chinese Tale, by Rosalind C. Wang

The Jade Stone: A Chinese Folktale, by Caryn Yacowitz

The Journey of Meng: A Chinese Legend, by Doreen Rappaport

The Junior Thunder Lord, by Laurence Yep

Lon Po Po: A Red-Riding Hood Story from China, by Ed Young

The Lost Horse: A Chinese Folktale, by Ed Young

The Magic Boat, by Demi

The Man Who Tricked a Ghost, by Laurence Yep

Tiger Woman, by Laurence Yep

Information About the Author:

- Address: c/o Albert Whitman & Co., 6340 Oakton St., Morton Grove, IL 60053-2723
- Career: Hallmark Cards, Inc. artist-designer/production artist from 1983-1986; author and illustrator from 1988-present
- Awards: Don Freeman Memorial Grant-in-Aid honorable mention from the Society of Children's Book Writers and Illustrators, 1989; *Parent's Choice* honor seal for *How an Ox Star Fell from Heaven*, 1991
- Lily Toy Hong has always loved books, especially picture books. She grew up in a large Chinese-American family and often wondered what her life would have been like if her parents had not come to America. She has said, "One day I would love to visit China and explore the land of my forefathers, bask in all her splendors, and maybe discover more folktales."

4-6

Title: *The Absolutely True Story...How I Visited Yellowstone Park with the Terrible Rupes*
Author: Willo Davis Roberts
Publication Information: New York: Atheneum Books for Young Readers, 1994, 154 pages

Topics:

Brothers and sisters
Travel/trips
Mystery
Yellowstone National Park

Summary: *The Absolutely True Story...How I Visited Yellowstone Park with the Terrible Rupes* is a story about a trip that Lewis and his twin sister, Alison, take with their new neighbors, the Rupes. They expect it to be the vacation of a lifetime, but it ends up to be a nightmare. The Rupes are an inconsiderate family who have different priorities than Lewis and Alison's family. The Rupe children, Harry, Ariadne and Billy, are allowed to eat junk food and do whatever they want without a word from their parents. Mr. and Mrs. Rupe often fail to pay attention to the children, and rely on Alison to handle all situations concerning the kids because she has been hired as the babysitter. They seem to forget that she is only twelve years old. Things become even more complicated when Lewis notices two men from the RV company who are following them and trying to get into the rented motor home. He decides to tell his sister and Harry, but does not inform Mr. and Mrs. Rupe because they will not take him seriously. When it becomes clear that the men are looking for money they hid in the RV, Lewis tries to find it, but is unsuccessful. One night when the parents are out with another couple, the men break into the RV. The children are trapped with the two men and are forced to stay in the bedroom before the men set off for Canada with them. The children tell the men that they know nothing about the money, and devise a plan to escape. In the end, the idea works, and the kidnappers are arrested. Once the Rupes find the children, they cut the trip short and return home. Lewis and Alison have much to tell their parents about their adventure. It is not likely that they will ever forget the summer they traveled with the Rupes. When school starts again in the fall and Lewis is asked what he did on his summer vacation, he has a wonderful story to write about...and it is absolutely true.

Activities:

Reading:

- DR-TA (Directed Reading-Thinking Activity) -predict, read to a point, refine prediction, repeat steps
- Read about Yellowstone National Park
- Have students read the book aloud in small groups
- Read other student's postcards
- Read maps to follow the trip taken by the Rupes

Writing:

- Have students write in a personal journal after every reading session, reacting to events in the book
- Have students choose a character and write a paragraph describing that character. Include them in a character sketch book.
- Have students write news stories about an important event in the book
- Write math story problems using the various distances and destinations in the book. Have other students solve them
- Write postcards to other students as if you were visiting the same places as the Rupes

Speaking:

- Have students use news stories to create a newscast that can be videotaped
- Answer thinking questions in discussion circles
- Talk about the important events in the story, how they relate to things that have happened to students
- Discuss the elements of a mystery story, relate to the book (suspense, unknown motives, clues, conclusions, etc.)
- Share drawings. Explain why you have chosen the event you have
- Tell the story the way Lewis would tell it at school

Listening:

- Listen to newscasts
- Listen to a video about Yellowstone National Park and take notes. Identify what the Rupes saw and what the video says. Compare
- Listen to reading of the book
- Listen to answers to thinking questions
- Listen to other students present their drawings

Viewing/Visually Representing:

- Watch video about Yellowstone National Park
- Make a bulletin board with maps and pictures, plot the route of the Rupes
- View newscasts made by the students
- Draw a picture of your favorite part of the book that could be used as a cover illustration for the book
- Create postcards for the places they visited
- Make a mobile with information about the book. The teacher will display them around the room (i.e., title, author, names of the major characters, important events)

Thinking:

- How would you characterize the behavior of Mr. and Mrs. Rupe?
- Why do you think the Rupes had Alison take care of all the problems with the kids?
- What would you have done if you had seen the men following the RV? How does it compare to what Lewis did?
- What do you think of how the kids got away from the two men?
- What did Alison and Lewis learn on this trip?

Curricular Connections:

Art-Draw a picture, mobile, bulletin board

Science-Geysers, wildlife

Social Studies-Yellowstone National Park, travel, relationships, maps

Math-Story problems using distances and destinations

Related Readings:

By Willo Davis Roberts:

Baby-sitting is a Dangerous Job

Don't Hurt Laurie!

To Grandmother's House We Go

Megan's Island

Nightmare
Scared Stiff
Twisted Summer
What Are We Going to Do about David?

About Siblings:

Dilly's Big Sister Diary, by Cynthia Copeland Lewis
Drive-by, by Lynne Ewing
Forged by Fire, by Sharon M. Draper
Ruthie's Gift, by Kimberly Brubaker Bradley
The Voice on the Radio, by Carolyn B. Cooney
The Watsons Go to Birmingham-1963: A Novel, by Christopher Paul Curtis

About Behavior:

The Classroom at the End of the Hall, by Douglas Evans
A Fate Totally Worse than Death, by Paul Fleischman
Get it While it's Hot, or Not: A Novel, by Valerie Hobbs
Nothing But Trouble, Trouble, Trouble, by Patricia Hermes
The Tulip Touch: A Novel, by Anne Fine

About Travel:

Bold Journey: West with Lewis and Clark, by Charles Bohner
A Journey to the New World: The Diary of Remember Patience Whipple, by Kathryn Lasky
The Long Journey of Lukas B., by Willi Fahrman (trans. by Anthea Bell)
Tracks, by Clayton Bess
Whirligig, by Paul Fleischman

Mystery Stories:

Dead Letter, by Betsy Byars
Friends to Die For, by Jane Sughrue Giberga
The Case of the Constant Caller: A Father Dowling Mystery, by Ralph McInerney
The Great Corgiville Kidnapping, by Tasha Tudor
Nate the Great and the Tardy Tortoise, by Marjorie Weinman Sharmat and Craig Sharmat
Running out of Time, by Margaret Peterson Haddix
The Terrorist, by Carolyn B. Cooney
Wanted!, by Carolyn B. Cooney

Information About the Author:

- Born: May 28, 1928 in Grand Rapids, Michigan
- Address: 12020 West Engebretsen Road, Granite Falls, WA 98252
- Career: Writer
- Awards: Young Hoosier Book Award in 1980 and Notable Children's Trade Book by the National Council for the Social Studies for *Don't Hurt Laurie!*, Edgar Allen Poe Award and Mystery Writers of America Award for *Sugar Isn't Everything*, various other awards.
- Willo Davis Roberts began by writing adult works. She said that she never had any trouble making the transition to children's literature because "...in essence I've remained about eleven myself. I remember very clearly what I thought and felt at that age, how painfully shy I was, how I was intimidated by people and circumstances."

Title: *Amber Brown Is Not a Crayon*

Author: Paula Danziger

Illustrators: Tony Ross and Jacqueline Rogers

Publication Information: New York: Scholastic, Inc., 1994, 75 pages

Topics:

Friendship
Moving
Arguments
School

Summary: Amber and Justin are best friends. They are in the same class, like the same things and are together all of the time. There is only one problem. Justin's father has a new job in Alabama, and the family will have to move as soon as their house is sold. Amber hopes that it will never be sold. In the meantime, she and Justin concentrate on the imaginary trip that their class is taking to China and try to pretend that everything is normal. When they come home from school one day and there is a sold sign in the yard, things begin to change. Justin and his family take a trip to Alabama to look for a new house. When they get back, Justin is excited and shares the details of his trip with the class. Amber feels awful because her best friend is leaving, and now he does not seem upset that he will be moving away from her. After talking about it in school, Justin acts like nothing has changed. He practically refuses to talk about the move with Amber. While the two are packing up Justin's room, he decides to throw away the chewing gum ball that they have been adding to for a year and a half. Amber gets angry because it is both of theirs and threatens not to speak to him if he really gets rid of it. Without saying a word, Justin throws the ball into the trash pile. So begins the fight between the two friends. Amber tries to decide who her new best friend will be, but no one will ever replace Justin. Even so, she cannot give in and speak to him first. On Justin's last day of school, the two finally decide it is time to talk. They ask their teacher if they can go into the hall. They exchange apologies, tears and confessions. They will miss each other no matter who they become friends with. They have been best friends since preschool and living in different states will not change that. They intend to be best friends forever.

Activities:

Reading:

- Allow students to read this book independently and complete a reading log entry after each chapter
- Have students read other books in the Amber Brown series. Allow them to compare it to this story
- Encourage students to read other books about friendship. The information gained could be used to discuss what friendship means
- Read friendship poems written by other students. They could be published in a classroom newspaper or poetry book

Writing:

- Have each student complete a reading log entry after each chapter. Encourage them to include such things as the chapter number, important events, personal reactions, and predictions
- Allow students to write a poem about what friendship means to them
- Answer thinking questions in a journal to be checked by the teacher
- Have students write the "tenth chapter" of *Amber Brown Is Not a Crayon*. Share with a partner or the class

- When talking about resolving conflicts, have small groups brainstorm ideas about ways to solve problematic issues. Share them as a class. Choose the best ideas and incorporate them into a class guide of how to stop conflicts. Hang them in the room as a reminder to students

Speaking:

- Discuss the meaning of friendship. List characteristics and make copies for each student. The list of ideas could be referred to as the students are writing their poems
- Share the “tenth chapter” with a partner or the class
- Talk about how to resolve conflicts. Have students role play various situations which involve possible arguments or fights. This will give students practice in dealing with conflicts. They may be able to use them in their daily lives. Also have students discuss ideas in small groups
- With a partner, have them discuss answers to the thinking questions. Make sure that the teacher has spot checked them to make sure they are completed. Then, as the students talk, they may revise their answers as they discover other possible answers
- Recreate scenes from the book by acting them out

Listening:

- Listen to discussions about the meaning of friendship
- Listen to other students share their “tenth chapters”
- Listen to talks about resolving conflicts, as well as the role play situations
- Listen to partners share their answers to the thinking questions

Viewing/Visually Representing:

- Make a collage about Amber using information from the books in the Amber Brown series
- Make a story quilt about this story. Provide each student with a square piece of colored paper which has been sectioned off into nine numbered squares. Have the students draw a picture of one of the settings in the first square. In the second, have them draw their favorite character. In number three, have the students draw a favorite event. Allow the students to write their names in square four. Squares five and six could contain the title of the book and the author’s name, respectively. In squares seven, eight and nine, students could write descriptive words about the book. When each is completed, they could be mounted on the wall to form a class story quilt.
- Publish poems in a classroom newspaper or poetry book. Allow the class to help design it
- Create a new cover illustration for the book which best exemplifies the story

Thinking:

- Why do you think Justin did not want to talk about moving?
- How would you feel if you or one of your friends was moving?
- Why was Amber so upset that Justin was throwing away the chewing gum ball?
- Do you think this is a realistic story? Could it actually happen? Why?
- Where did the author get the title of the book? Why do you think she chose it? Why is the title of this book appropriate?

Curricular Connections:

Art-Collage, story quilt, illustrations
Science-Solving problems, developing solutions
Social Studies-Relationships

Related Readings:

By Paula Danziger:

Amber Brown Goes Fourth
Amber Brown Wants Extra Credit
Can You Sue Your Parents for Malpractice?: A Novel
Earth to Matthew
Everyone Else's Parents Said Yes
It's an Aardvark-Eat-Turtle World
Make Like a Tree and Leave
The Pistachio Prescription: A Novel
Remember Me to Harold Square
There's a Bat in Bunk Five

Illustrated by Jacqueline Rogers:

A Blossom Promise by Betsy Byars
The Blossoms Meet the Vulture Lady by Betsy Byars
Dancing the Breeze by George Shannon
How a Weirdo and a Ghost Can Change Your Entire Life by Patricia Windsor
Monster Soup and Other Spooky Poems by Dilys Evans
Nelson Malone Saves Flight 942 by Louise Hawes
Wanted-Mud Blossom by Betsy Byars
William, the Vehicle King by Laura P. Newton

About Moving:

Alexander, Who's Not (Do You Hear Me? I Mean It) Going to Move by Judith Viorst
Friends in Time by Grace Chetwin
How Far Would You Have Gotten if I Hadn't Called You Back? by Valerie Hobbs
My Best Friend Moved Away by Joy Zelonky
Nothing Grows Here by Jean Thesman

About School:

The Classroom at the End of the Hall by Douglas Evans
Dinah Forever by Claudia Mills
A Fate Totally Worse Than Death by Paul Fleischman
Get It While It's Hot, or Not : A Novel by Valerie Hobbs
Lilly's Purple Plastic Purse by Kevin Henkes
My Teacher's Secret Life by Stephen Krensky
Nerd No More by Kristine L. Franklin

About Friendship:

A Boy and His Bear, by Harriet Graham
The Skull of Truth, by Bruth Coville
The Storyteller's Beads, by Jane Kurtz
The Tulip Touch: A Novel, by Anne Fine

Information About the Author:

- Born: August 18, 1944 in Washington, D.C.
- Address: c/o Donald C. Farber, 99 Park Avenue, New York, NY 10016
- Career: Writer, Substitute and Secondary English Teacher, Appeared on BBC-TV magazine shows
- Awards: Children's Books of the Year citation in 1978 for *The Cat Ate My Gymsuit*, International Reading Association and Children's Book Council Award in 1983 for *The Pistachio Prescription*, various other awards
- Paula Danziger is known for her humorous take on serious problems plaguing teens and pre-teens, including dysfunctional families and self-esteem issues. She admits that she "grew up in a family which would nowadays be called dysfunctional." In reaction to her experiences, she developed a sense of humor to help her deal with difficult times. This is evident in her writing.

Title: *The In-Between Days*

Author: Eve Bunting

Illustrator: Alexander Pertzoff

Publication Information: New York: Harper Collins Publishers, 1994, 116 pages

Topics:

Single-parent families

Islands

Changes

Seasons

Acceptance

Summary: George Bowser is a young boy who lives with his father and younger brother, James, on Dove Island. The story begins as the two boys meet a tourist named Caroline at their father's bike rental shop. They show her around the small island, and George enjoys her company. That is, until he realizes that his father and Caroline like each other. That is when George first feels his dislike for this woman. He dreads the weekends when she comes to visit and looks forward to the winter when the bay may freeze and she will have to stay on the mainland. This is a time that the islanders refer to as the in-between days. Unlike George, James and his father love Caroline and wait for her visits anxiously. As December approaches, Mr. Bowser asks the boys if it will be okay if Caroline spends Christmas with them. James agrees right away, but George is less than enthusiastic about the idea. He concentrates on getting ready for the holiday and vows not to let her ruin it. He even thinks of the perfect present to get Caroline--a dead mouse. George is sure that will scare her away. He is so excited about giving it to Caroline that he does not wait until Christmas. When she opens the package, she is upset that George hates her so much, but she does not tell his father what he has done. She simply goes back home and plans to return for Christmas Eve. As it begins to snow heavily on the day that Caroline is to arrive, Mr. Bowser finds out that she will not be joining them because she has had to go visit her sick mother in Chicago. James and Mr. Bowser are very disappointed by the news but try to enjoy the holiday. By this time George is feeling bad about what he has done to Caroline and wants his father and brother to be happy. If only he could talk to her and get her to come to the island. There is only one problem. She could not come to the island even if he did talk to her because the bay has frozen. No one can get to the island until the people build an ice bridge that will mark a pathway of thick ice that is safe to travel. Knowing this, George calls Caroline and leaves a message on her answering machine apologizing for his behavior and thanking her for a present she gave him. He tries to tell her about the ice bridge, but the machine clicks off. He goes back to where the residents are getting ready to start building the bridge. He convinces his father and the man in charge of checking the ice to let him go along and help make the bridge. He sees this as his only chance to get Caroline to come back. Each tree that is placed into the ice brings them a little closer to land and Caroline. As they approach the town, there are people gathered to watch them complete the bridge, and Mr. Bowser shouts for Caroline. She yells back and he and George go to her. George asks her to return to the island with them and she accepts. The in-between days are over.

Activities:

Reading:

- Read book independently, respond in reading logs
- Read about the author
- Follow along as the teacher reads aloud. Make and confirm predictions at stopping points predetermined by the teacher as a class
- Read book in order to complete a character study

- Read about islands. Relate to science and/or social studies lessons

Writing:

- Write in reading logs after each chapter (may include title, chapter name, what parts were liked, predictions, new words, etc.)
- Do a character study of George. Have them make a web with George in the center. (include main personality traits, important events, words/phrases that he uses, etc.)
- Use information learned about the author to write a biography page or “All About the Author” article to display in the room
- Answer thinking questions in small groups. Record answers to share with the rest of the class
- Write a short story about one’s family using the steps of the writing process (prewrite, draft, revise, edit, publish)
- Write a monologue of Caroline’s thinking when she sees the dead mouse

Speaking:

- Have students discuss predictions as a class
- Share answers to thinking questions in small groups, as well as with the class
- Talk about the different types of families that exist. Focus on the single-parent family in the book, as well as the types of families specific to students in the class
- Share author information/biography pages with a partner
- Present collage to the class, have other students guess the theme represented
- Tape record an answering machine message that is similar to the one George recorded on Caroline’s phone

Listening:

- Listen to discussions about families, as well as events in the book
- Listen to groups share their answers to the thinking questions
- Listen to the teacher read the book aloud
- Listen to video about islands
- Listen to author information a partner has gathered

Viewing/Visually Representing:

- Watch video about islands
- Make a three-dimensional model of Dove Island
- Publish short stories (i.e. make book covers, include final drafts, illustrate)
- Illustrate character study web
- Create a collage depicting one of the themes in the book
- Cut pictures out of magazines that reflect impressions of each character. Mount and label each

Thinking:

- Why is the book titled *The In-Between Days*?
- Why do you think George wanted Caroline to stay away from his father?
- Why did George change his mind about Caroline?
- Why are families so important? How do they affect your life?
- What are some ways that you can try to be accepting of others? Which characters in the book tried to do this as well?
- Was it right for George to try to scare Caroline away? Why?

Curricular Connections:

Art-Model of island, illustrations, collage
Science-Weather, islands, seasons
Social Studies-Geography, families, holidays

Related Readings:

By Eve Bunting:

The Blue and the Gray
Cop Camp
Fly Away home
Ghost's Hour, Spook's Hour
Going Home
Our Sixth Grade Sugar Babies
Red Fox Running
Sixth Grade Sleepover
The Wall
The Wednesday Surprise

About Islands:

The Bridges of Summer, by Brenda Seabrooke
The Flawed Glass, by Ian Strachan
Isla, by Arthur Dorros
Island of the Blue Dolphins, by Scott O'Dell
Once on This Island, by Gloria Whelan
Western Wind: A Novel, by Paula Fox

About Single-Parent Families:

Fat Chance, by Leslea Newman
Grandpa Jake and the Grand Christmas, by Mildred Ames
Jackson Jones and the Puddle of Thorns, by Mary Quattlebaum
Megan's Island, by Willo Davis Roberts
McMummy, by Betsy Byars
Someone to Love Me, by Jeannette Eyerly
Stink Bomb Mom, by Martha Freeman
Sydney, Herself, by Colby Rodowsky

Information About the Author:

- Born: December 19, 1928 in Maghera, Northern Ireland
- Address: 1512 Rose Villa St., Pasadena, CA 91106
- Career: Writer from 1969-present, Teacher of writing from 1978-1979
- Awards: Golden Kite Award from the Society of Children's Book Writers; Outstanding Science Trade Book for Children for *One More Flight*; Children's Book of the Year for *The Big Red Barn* (1979), *Goose Dinner* and *The Waiting Game* (1981), *The Valentine Bears* (1986), *The Mother's Day Mice* and *Sixth-Grade Sleepover* (1987); etc.
- Eve Bunting had always done well on writing projects at school, but had never aspired to be an author. It was not until she came to the United States that she took a class on writing for publications. It was the first step in her career. Bunting's first book was published when she was forty-three years old.

Title: *Just Call Me Stupid*

Author: Tom Birdseye

Publication Information: New York: Holiday House, 1993, 175 pages

Topics:

Reading
Self-esteem
Friendship
School
Art

Summary: *Just Call Me Stupid* is the story of the struggles faced by a fifth grade boy named Patrick. This is a child who is unable to read. He was traumatized when his father locked him in a closet at a young age and yelled at him for not doing well in school. As he has grown, this experience has remained with him. He becomes terrified when asked to participate in any reading activities because he is afraid of failing. Patrick lives with his mother, Paulette, in Tucson, Arizona. He is in a reading resource program at school and is embarrassed that he cannot read like the other children. This low self-image is reinforced by students and teachers at school who refer to him as "stupid" or get angry with him when he has difficulty doing something. In contrast to Patrick being behind in reading, he is a wonderful artist. He enjoys drawing more than anything in the world. He creates imaginary worlds for himself where he feels safe and in control. When a new family moves in next door to Patrick, he notices a girl about his age playing in the backyard. He is upset because he thinks that she will disturb his adventures in "The Kingdom," a spot in his backyard where he likes to play. He has collected a chess board, castle, miniature knights, and drawings that he has done to place in this location. At school Patrick is introduced to Celina, his new neighbor. She tries to talk to him, but he does not respond. However, throughout the course of the book, Celina and Patrick become friends. They share a love of chess, medieval knights and stories. They also have a similar problem with a bully at school. Patrick is picked on because he cannot read, and Celina is picked on because she is of Mexican decent. They spend hours reading together. Celina reads *The Sword in the Stone* aloud, while Patrick draws each of the characters. They form a bond that transcends ability levels and race. One afternoon, Celina asks Patrick to tell her a story. She is in awe when he is finished and convinces him to record the story on her father's tape recorder. When there is a writing contest at school, Celina tries to get him to enter it, but he refuses. At the time he is working on a mural for his teacher. Celina casually asks if she can have his practice sketches. He lets her, wondering why she wants them. On the day the winner of the contest is announced, Patrick is shocked when he hears his name called. He runs out of the school building and goes immediately to "The Kingdom." Celina follows him there and realizes that Patrick is very upset. He rips his book in half, throws away the drawing of the knights and destroys "The Kingdom." He decides to withdraw his entry from the contest, until the bully confronts him at school and tells him to prove that he can read by reading his story at the awards ceremony. Patrick agrees and focuses on teaching himself how to read the story. On the day of the ceremony, he gets up in front of the audience ready to recite the story that he has memorized. There is only one problem, he does not want to stand up there and pretend. Instead, Patrick says that he cannot read well, and that he tells it much better. He comes to realize that it is okay for him to admit that he does not read like everyone else. His reading teacher even sees this and suggests that he go back and try learning with the rest of his class. In the classroom, his teacher gives him his very own copy of *The Sword in the Stone* to begin reading...at his own pace.

Activities:

Reading:

- Read book aloud with partner (similar to what Celina and Patrick did in the story)
- Do a story map using words and drawings of important events (relate to how Patrick drew characters while Celina read)
- Read *The Sword in the Stone* by T. H. White (read aloud by teacher, or independently by students)
- Reread passages of the story to answer thinking questions

Writing:

- Do a story map for *Just Call Me Stupid*
- Record answers to thinking questions in a reading journal
- Write books following the steps in the writing process (prewrite, draft, revise, edit, publish)
- React to original stories by other students by writing positive comments about each book to be shared with the authors
- Write a policy of how to treat others

Speaking:

- Do paired reading, having the partners take turns reading aloud
- Allow each student to have the opportunity to read his/her original story for the class on award day (Give students the freedom to choose whether or not to do so)
- Discuss how people treat those who are different from them, and why they do so. Create a policy that is written and signed by everyone in the class, outlining the appropriate way to treat others. Plan a program for introducing it to the rest of the school.
- After reading the book and watching the movie, compare/contrast the two versions of *The Sword in the Stone* in discussion circles
- Do a story-telling activity

Listening:

- Listen to the Disney movie, *The Sword in the Stone*
- Listen to partner read during paired reading time
- Listen to presentations at the awards ceremony
- Listen to comments in discussion circles
- Listen to a Special Education teacher talk about reading problems
- Listen to directions for playing chess. Follow them when playing.

Viewing/Visually Representing:

- Make a class mural about the book, like the one Patrick was making
- Allow students to experiment with playing the game of chess after teaching rules
- Have a writing contest in which students enter their stories. Have each student in the class read at least five other stories and comment on them. When this is complete, use the positive comments to create an award for each child. Give them out during an awards ceremony.
- Watch the movie, *The Sword in the Stone*
- Create a castle in an area of the classroom with the help of the students. It could be used as a reading corner, art museum, learning center, etc. (incorporate a study of medieval times with this project)

Thinking:

- What is the significance of the title?
- Why did Patrick separate himself from almost everyone else?
- How did Celina, Paulette, and Mrs. Romero help him in the story?
- How do other people's impressions of us, and the way they treat us, affect how we feel about ourselves?
- Why did "The Kingdom" feel so safe to Patrick? Are there places that make you feel safe?
- Is it possible for someone who is intelligent to have difficulty reading?

Curricular Connections:

Art-Make a mural, castle, illustrations
Health-Self-esteem, friendship
Social Studies-Medieval times

Related Readings:

By Tom Birdseye:

I'm Going to be Famous
Air Mail to the Moon
Songs of Stars: Asian Legend
Tucker
Waiting for Baby
A Kid's Guide to Building Forts
Soap! Soap! Don't Forget the Soap! An Appalachian Folktale
She'll Be Comin' Round the Mountain
Tarantula Shoes
What I Believe: Kids Talk About Faith
Under Our Skin: Kids Talk About Race

About School:

The Classroom at the End of the Hall, by Douglas Evans
Dinah Forever, by Claudia Mills
A Fate Totally Worse Than Death, by Paul Fleischman
Get It While It's Hot, or Not: A Novel, by Valerie Hobbs
Lilly's Purple Plastic Purse, by Kevin Henkes
My Teacher's Secret Life, by Stephen Krensky
Nerd No More, by Kristine Freeman

About Self-Esteem:

The Greatest Show on Earth, by John Prater
Like Some Kind of Hero: A Novel, by Jan Marino
On Guard, by Donna Jo Napoli
Toby Scudder, Ultimate Warrior by David Gifaldi

About Reading

Nightjohn, by Gary Paulsen
Sixth-Grade Sleepover, by Eve Bunting
Summer Reading Is Killing Me, by Jon Scieszka

About Friendship:

A Boy and His Bear, by Harriet Graham

The Skull of Truth, by Bruth Coville

The Storyteller's Beads, by Jane Kurtz

The Tulip Touch: A Novel, by Anne Fine

Information About the Author:

- Born: July 13, 1951 in Durham, NC
- Address: 511 Northwest 12th St., Corvallis, OR 97330 (home and office)
- Career: Elementary School Teacher from 1977-1988; Taught English in Japan; Writer
- Awards: Children's Choice Book Award for *Air Mail to the Moon* and *A Regular Flood of Mishap*
- Tom Birdseye never aspired to be a writer. He was more interested in things like sports, fishing, forts, and bicycles. Tom had difficulty writing as a child. He was a reluctant reader, and had trouble finishing stories in school. Today, he must write and rewrite his stories, but it is something that he loves. Birdseye shared, "The boy who couldn't imagine himself as a writer, now can't imagine himself anything else."
- Hobbies and interests: skiing, hiking, canoeing, camping, mountain climbing

Title: *Kate Shelley: Bound for Legend*

Author: Robert D. San Souci

Illustrator: Max Ginsburg

Publication Information: New York: Dial Books for Young Readers, 1995, 28 pages

Topics:

Kate Shelley
Railroads
Iowa
Biographies
Heroes

Summary: This is a true story detailing heroic efforts made by Kate Shelley to save the lives of railroad travelers. The account begins by introducing the fifteen year-old girl and her family who live in Iowa in 1881. Kate is a strong girl who looks after her siblings, sick mother and the family's farm. She loves to read and is fascinated by the railroad. Kate visits the train station when she runs errands in town. One day, as Kate and her mother are doing the laundry it begins to storm. It is quite violent and lasts into the night. All the time, Kate is worried about the workers and passengers aboard the midnight express. Around eleven o'clock Kate hears the rumble of a pusher engine and then a loud crash. She rushes to see what has happened. The bridge has been destroyed by the storm and there are two men holding on to branches in the raging river. Kate cannot help them by herself so she decides to head to the station to get help and warn the midnight express about the bridge. She runs to the Des Moines River bridge and begins her trek across the seven-hundred foot long bridge. She cannot see and has to crawl along the track. Her knees and hands are sore and bleeding by the time she reaches the station. She warns the workers about the bridge and tells of the men in the river. Although Kate is exhausted, she insists on guiding the rescue mission. The two men on the train are saved because of her courage. Later she learns that the midnight express had already been stopped forty miles from the town because of the storm. Kate's story is telegraphed throughout the state and nation, but she is too ill to appreciate it until three months later. Kate receives many awards because of her bravery, but by far, her most treasured is the lifetime pass on the railroad. She eventually becomes a station agent and dies of an illness at the age of forty-six.

Activities:

Reading:

- Read the book orally to the students and have them complete a character sketch of Kate Shelley
- Read the magazine article "The Girl They Stopped the Trains For: The True Story of Kate Shelley." It was published in *Trains* magazine in October 1957. Compare this account to the book
- Read other biographies individually
- Research courageous stories in your community. Have the students read books, magazines, newspaper articles, and so on to gain information

Writing:

- Make a compare and contrast chart for the book and the article in *Trains* magazine. Either fill this in as a class or provide each student with his/her own copy. List characteristics or facts from both sources. Decide if they are similar to or different from each other
- Write a letter to the Boone County Historical Society in Iowa. Gather additional

information on Kate Shelley

- Complete a character sketch of Kate Shelley. Allow students to jot down words or phrases about the character at predetermined stopping points. Have them share their ideas with a partner and then with the class. At each stopping point, revise and add to the lists, and then share. Continue until the end of the book
- Allow students to form small groups. Have them write a short skit about the life of Kate Shelley and then have performances in front of the class. The teacher may videotape the skits if so desired
- Write a one page paper about someone that they think is a hero. Have the students include details about the person, why they think he/she is a hero, how they heard about this person, and other pertinent information

Speaking:

- Talk about what constitutes a hero. Have the students share examples of heroic stories that they have found through their research in the library
- Students will share their ideas from the character sketch with a partner, as well as the entire class
- Discuss thinking questions in small groups
- Students will perform their skits in front of the class
- Talk about characteristics of biographies: accounts of a person's life, written by someone other than the subject, historical or contemporary, informational, etc.

Listening:

- Listen to class talks about biographies and heroes
- Listen to discussion of the thinking questions
- Listen to presentations on a field trip to a railroad station or historical society
- Listen to students share their ideas from the character sketches
- Listen to other students perform their skits

Viewing/Visually Representing:

- Use a Jackdaw to introduce the book. Collect items that pertain to the story to give the students clues about the storyline. Include items about railroads, heroes, Iowa, etc. Allow each student to take one and predict what the story will be about. The students may add to the collection while the class is learning about the story
- Make a three-dimensional map of Kate Shelley's home and the railroads surrounding it
- Create an award or plaque for Kate Shelley. The class may decide to display it in the room or school in honor of Kate's bravery. They may also choose to send it to the Boone County Historical Society to show that they have learned about Kate Shelley and the courageous things that she did
- Visit a local railroad station or historical society, depending upon what is available in your town. The railroad station will allow students to see trains in person. It will also allow them to see what an actual station looks like. A local historical society will have displays and information about local individuals, as well as important historical events. This will show the children what things occurred in and around their hometown
- Make a bulletin board of local heroes or interesting stories

Thinking:

- If you could write a biography of anyone, who would it be? Why?
- What could have happened if Kate had not helped?

- Where do you think Kate got her strength and courage?
- Have you ever helped someone without thinking of yourself? How? Why?
- What do the pictures tell you about the story? Would it be the same without them? Why?

Curricular Connections:

Art-Three-dimensional map, award/plaque, bulletin board
 Science-Storms
 Social Studies-Iowa, biographies, maps, local history, railroads

Related Readings:

By Robert D. San Souci:

A Caribbean Cinderella
The Enchanted Tapestry: A Chinese Folktale
Feathertip: Based on the Tale by Nathaniel Hawthorne
The Firebird
The Legend of Scarface: A Blackfeet Indian Tale
Pedro and the Monkey
The Six Swans
The Snow Wife
Sukey and the Mermaid
The Talking Eggs: A Folktale from the American South

Illustrated by Max Ginsburg:

Mississippi Bridge, by Mildred D. Taylor
The Friendship, by Mildred D. Taylor

About Iowa:

Iowa, by Dennis Fradin

About Railroads:

Ghost Train, by Paul Yee
Peacebound Train, by Haemi Balgass
Trains, by Jon Richards
Trains, by Mike Bowler

Information About the Author:

- Born: October 10, 1946 in San Francisco, CA
- Address: 2261 Market St., Suite 503, San Francisco, CA 94114
- Career: Free-lance writer from 1974-present
- Awards: Notable Children's Trade Book for *The Enchanted Tapestry: A Chinese Folktale* in 1987, and for *The Samurai's Daughter* in 1992; Aesop Award for *Cut from the Same Cloth*, in 1993; various other awards
- Robert D. San Souci is highly regarded for his adaptations of well-known folktales, regional stories and legends from around the world. He features both female and male heroines. He has said, "I hope my books are entertaining, and I also get pleasure from thinking they may be sharing a little more substance with readers."
- Hobbies and interests: travel, collecting old children's books

Title: *A Llama in the Family*

Author: Johanna Hurwitz

Illustrator: Mark Graham

Publication Information: New York: Morrow Junior Books, 1994, 98 pages

Topics:

Families

Llamas

Sacrifices

Vermont

Summary: *A Llama in the Family* is the tale of a Vermont family who welcomes a very peculiar new addition to their household. Adam is a young boy who lives with his mother, father, and younger sister, April. One morning before school, Adam's mother tells him that there may be a surprise at the house when he gets home from school. Thinking that this must be the day he will get his brand new bike, Adam cannot wait until the afternoon. Much to his disappointment, the surprise is not a bike, but a llama. Adam cannot imagine why this is such a wonderful surprise. He learns that his mother purchased the llama in order to begin a new business in which people will pay to go on a hike with the llama and eat a picnic lunch on the trail. She thinks that tourists will enjoy doing something unusual on their vacations. Once Adam gets used to the llama, Ethan Allen, he likes feeding and petting him. Adam even takes the llama to school to show his classmates. He becomes friends with the animal and is glad that his parents bought the llama. Adam also hopes that the money from the business will encourage his parents to buy him a bike. After awhile, Adam gets increasingly more attached to Ethan Allen. He begins reading the trade column in one of his mother's magazines. He is looking for someone who may want to trade a bike for something that he has, but he ends up finding an ad for a llama. Although the people want a crazy quilt in exchange, and Adam does not have one, he writes and says that he does. He plans to trade a braided rug that is in the attic for a crazy quilt that he saw at the flea market. The people agree to trade and set up a meeting time at their home. When Adam is finally able to go to the flea market, the quilt is gone. After much talking, the dealer goes off and returns with a wonderful crazy quilt that another dealer had shown him. Adam is excited that he really has the quilt to trade to the Lindseys. When Adam, April and their father go to meet the couple, they are pleased with the quilt, as well as the family who will now be caring for their llama. Adam is pleased, too. He has a magnificent surprise for his mother and Ethan Allen--now there are two llamas in the family.

Activities:

Reading:

- Have a guest reader come in and read all/portions of the book aloud to the students (may be llama/animal keeper from a local zoo)
- Read books/articles about llamas independently
- Read additional books by Johanna Hurwitz
- Read about the state of Vermont in order to gather information for an oral presentation
- Read want ads or notices of lost animals in the newspaper. Talk about the importance of pets

Writing:

- Write ads for classroom trade column (students may use items that they could actually trade in class)
- Write letters to the author (find out about her life, why she wrote the book, if she

has cared for a llama, etc.)

- Journal entries about something you may wish to have (just as Adam wanted a bike), how would you react to a surprise such as a llama, etc. Write them in a form that could be used as a dialogue between teacher and student.
- Write thank-you notes to guest readers
- Write a new ending to the story (pick up where it left off, or change what was written)

Speaking:

- Role play scenes from the book. Use appropriate dialogue
- Discuss the importance of family relationships in the story
- Ask questions of the guest reader
- Answer thinking questions in small groups
- Share poster and diorama with the class

Listening:

- Listen to guest reader
- Listen to role play by other students
- Listen to discussions about the book
- Listen to groups talk about the thinking questions
- Listen to the video about llamas

Viewing/Visually Representing:

- Make a poster advertising the llama trips
- Watch a video about llamas
- Create a diorama of your favorite part of the book
- Look at pictures of llamas and the state of Vermont that are hanging in the room
- Visit the zoo to see a llama

Thinking:

- How does Adam deal with his disappointment? How does it compare with how you deal with disappointment?
- How does an animal become part of a family? Do you have pets that are part of your family?
- Why did Adam decide to get another llama instead of a new bike?
- Why do you think the author decided to include the few illustrations that are in the book? Would the book be the same without them?
- How does this story compare to other books by this author?

Curricular Connections:

Art-Poster, diorama

Science-Llamas

Social Studies-Families, Vermont

Related Readings:

By Johanna Hurwitz:

The Adventures of Ali Baba Bernstein

Aldo Ice Cream

Aldo Peanut Butter

Baseball Fever

Class Clown
Class President
The Cold and Hot Winter
DeDe Takes Charge!
The Down and Up Fall
Hurricane Elaine
Rip-roaring Russell
Russell Rides Again
Russell Sprouts
Tough-luck Karen

About llamas:

The Good Llama, by Anne Rockwell
Love a llama, by Colleen Stanley Bane
Mountains, by Clive Catchpole
Nightmare Mountain, by Peg Kehret

About Vermont:

America the Beautiful: Vermont, by Sylvia McNair
Angel on Skis, by Cornelia Meigs
Cider Days, by Mary Stolz
The Doll of Lilac Valley, by Cora Cheney
Ferris Wheel, by Mary Stolz
The Green Mountain Boys Ride, by Mrs. Gilbert Smith
Justice Lion, by Robert Newton Peck
Kirk's Law, by Robert Newton Peck
Many Cultures, One People: A Multicultural Handbook About Vermont for Teachers, by Greg Sharron
The Mystery of the Disappearing Cars, by Cora Cheney
Soup's Goat, by Robert Newton Peck
Soup on Fire, by Robert Newton Peck
Soup on Ice, by Robert Newton Peck
Soup on Wheels, by Robert Newton Peck
Vermont, by Dennis Brindell Fradin

Information About the Author:

- Born: October 9, 1937 in New York, NY
- Address: 10 Spruce Pl., Great Neck, NY 11021
- Career: Great Neck Library children's librarian from 1978-present, Writer
- Awards: Parents' Choice Award for *The Rabbi's Girls*, Florida Sunshine State Award and New Jersey Garden State Award for *Teacher's Pet* in 1990 and 1991, various other awards
- Johanna Hurwitz has written more than thirty books for children. She grew up in a home that was lined with books. Her parents were avid readers and passed their love of books on to Johanna. Hurwitz has no intention of making the transition from writing for children to writing for adults. She has said, "I get angry when people ask me when I am going to write a book for adults."

Title: *The Night Crossing*

Author: Karen Ackerman

Illustrator: Elizabeth Sayles

Publication Information: New York: Alfred A. Knopf, 1994, 53 pages

Topics:

Holocaust

Jews

Austria

World War II

Summary: *The Night Crossing* is the story of a Jewish family's escape from Innsbruck, Austria, to Switzerland during World War II. Clara, Marta and their parents must risk their lives to find freedom. The book begins as Clara overhears her parents discussing the move. It is hard for her to understand the reasons that her town has changed, but she knows that it has something to do with the Nazis taking control. She has seen people being taken away and has experienced the prejudice of others. Even children who were once her friends have taken to name calling as she and her sister walk by. Her father has sold most of the family's possessions to buy a way to escape. Clara remembers her grandma telling her a story about when her family had to escape from Russia on a night crossing and she carried her two favorite dolls with her. Clara has those dolls now and hopes that her father will allow her to take them on the journey with her. As Papa is collecting valuable items to sell, he comes upon an old pair of silver candlesticks. Her mother will not let him sell them because they have been in her family for generations. Mama decides to sew them into Marta's heavy muslin petticoat so that no one will see them. As they prepare for their journey, the plan is to act as though they live in Switzerland and have been visiting relatives in Innsbruck. They set out at night and have to be very careful not to be seen by Nazi troops. It is a rough and dangerous trip. After much walking, they stop to rest for the day in a goat shed. The farmer decides he wants more money or he would turn them in. Instead of money, Marta flashes a bracelet that she was wearing to entice the farmer's wife. When she sees it, she has her husband get it for her. Since the farmer takes it as payment, they are able to keep the candlesticks. During the night, the family treks the last two miles to the border with the candlesticks clanging all the way. They stop and Papa says they have to leave them behind or they will be caught. Mama pleads with him, but he knows of no other solution. It is Clara who has the idea. She thinks that her dolls are the perfect hiding places for the candlesticks. As soon as Mama has sewn them into the dolls, the family walks up to the guards and presents their false papers. The guards believe their story and let them pass. Just as Clara is crossing past one of the men, he stops her and asks about her dolls. She calmly explains that she brought her old dolls on the trip because her mother did not want her to ruin the good ones she has at home. At last the family is free. Eventually they move to England and begin to rebuild their lives. Still, the two silver candlesticks are their most treasured possessions, along with the two dolls who had hidden them so well.

Activities:

Reading:

- DR-TA (Directed Reading-Thinking Activity) Students read on their own with prompts and questions (e.g. thinking section) from the teacher
- Teacher reads aloud excerpts from *The Diary of Anne Frank*
- Read about the Jewish religion. Incorporate into a lesson about religions of the world
- Read each other's dialogues

Writing:

- Compose a Reader's Theater script for the book
- Interview family members who may have lived during World War II. Allow the students to choose how to record their findings whether it be in interview form, a report, newspaper article, story, etc.
- As the story is being read, have students jot down unknown words along with their own definitions created from the context clues. They can check them in a dictionary or go over them as a class
- Have students keep a personal journal, reacting to the events in the story.
- Have the students write a short dialogue for the two dolls when they were hiding the candlesticks. (How did they feel? What might they have been thinking?)

Speaking:

- Reader's Theater presentation of *The Night Crossing*.
- Discuss how this story relates to other accounts of the Holocaust.
- Have students interview family members who lived during World War II. Ask questions about how old they were, what they knew about the war while it was happening, their impressions of the Holocaust, etc.
- Discuss the elements of historical fiction and relate them to the story.
- Talk about various reasons that the Nazis may have persecuted Jews

Listening:

- Listen to the Reader's Theater presentation
- Listen to discussions about the Holocaust
- Listen to the responses given in the interviews. Draw conclusions from the information
- Listen to discussion on historical fiction and relate to the story
- Listen to the teacher read aloud
- Listen to an author or an expert on the Holocaust during a tele-conference

Viewing/Visually Representing:

- Watch clips of documentaries about WWII or the Holocaust. Make sure to view them first and cut out controversial content. Focus on stories/interviews with people who lived during that time
- Create a news report highlighting this family. Allow the students to work in small groups. Videotape the broadcast and then view all newscasts as a class.
- Draw a picture of what Switzerland may have looked like to the family as they were crossing the border to freedom.
- Allow students to make the two dolls that Clara carried to freedom. Use such things as cardboard tubes, cloth, buttons, glue, etc.

Thinking:

- How do the illustrations in the book make you feel?
- Do you think things like this still happen today? Where?
- Why were the Jews persecuted?
- Why were the candlesticks and dolls so important to the family?
- How do you think the family felt during the journey? How would you feel?

Curricular Connections:

Art-Illustrations

Social Studies-World War II, Holocaust, oral history

Related Readings:

By Karen Ackerman:

Song and Dance Man

Illustrated by Elizabeth Sayles:

Bungalow Fungalow, by Pegi Deitz Shea

About Austria:

Austria, by Carol Greene

Austria, by Carol Zeman Rothkopf

Days of Danger, by Fritz Habeck

The Moonclock, by Claudia Von Canon

Take a Trip to Austria, by Keith Lyle

About the Holocaust:

The Big Lie: a True Story, by Isabella Leitner

Childhood, by Jona Oberski

I Have Lived a Thousand Years: Growing Up in the Holocaust, by Livia Bitton-Jackson

The Island on Bird Street, by Uri Orlev

The Man from the Other Side, by Uri Orlev

The Trees of the Dancing Goats, by Patricia Polacco

About World War II:

America in World War II: 1941, by Edward F. Dolan

America in World War II: 1942, by Edward F. Dolan

America in World War II: 1943, by Edward F. Dolan

America in World War II: 1944, by Edward F. Dolan

America in World War II: 1945, by Edward F. Dolan

World War II, by Tom McGowen

Information About the Author:

•Born: 1951 in Cincinnati, Ohio

•Address: Cincinnati, Ohio

•Awards: Caldecott Winner

Title: *Sable*

Author: Karen Hesse

Illustrator: Marcia Sewall

Publication Information: New York: Henry Holt and Company, 1994, 78 pages

Topics:

Dogs
Friendships
Carpentry

Summary: *Sable* is a story about a little girl named Tate Marshall. She lives with her parents on a farm in New England and wants nothing more than to have a dog of her own. One day, a sick dog that seems to be starving appears on the porch of the farm house. Tate wants to keep the animal, but there is one problem-her mother hates dogs and will never let the dog stay. Even so, Tate names the dog Sable and makes a bed for her in her father's woodworking shop. Tate is happy that she finally has a dog. She and Sable spend time in her secret place, getting to know each other. When Tate goes to school she decides not to tie up Sable, which turns out to be a problem. Sable has a habit of wandering off and taking things from around the town. Her mam and pap explain to Tate that either Sable must learn to stay in the yard, or they will have to tie her up. She spends all of her spare time teaching Sable to stay, but it does not work. Even when they do tie her up, the dog finds ways to get loose. Mam has put up with the dog long enough, and on a trip to Concord, New Hampshire, Tate is told to take Sable along. She and her father are delivering cabinets to a customer. At the home of the customer, Doc Winston, there is a large yard with a big stone wall. The two men discuss the dog, and Doc agrees to keep Sable. Tate is heartbroken as she leaves without her dog. Tate is so upset that she locks herself in her room and refuses to come out. When she finally does, she decides to build a fence as good as Doc Winston's. She uses some scraps from her father's shop and works hard on the fence. One day when her parents are off visiting her aunt, Tate sets off for Concord to get her dog back. She is met on the road by a neighbor, Mr. Cobb, who offers to drive her there when he has business in the area. Tate goes to Doc Winston's house and finds that Sable ran away a few days after she left her there. At home, Tate finds the yard a mess because there has been a storm, and about the only thing left standing is the fence she made for Sable. After many weeks, Mr. Cobb comes to the house with a surprise for Tate. He has found Sable on the road. She is weak and starving, but Tate is very glad to see her. Even Mam comes over to pet the dog. Sable is home at last, and she never wanders away again.

Activities:

Reading:

- Teacher reads aloud the first chapter to introduce the story to the students. Then the students are sent to read the story individually
- Paired reading may be used with this story. Either students could take turns reading aloud, or each person could read the selection silently. Then the partners would discuss what was read and make predictions about what will happen
- Reread selections to help fill in a response chart
- Read books/magazines about carpentry. Incorporate into a unit on professions/people in the community
- Read other books about dogs

Writing:

- Response charts that are divided into before, during and after reading. Before reading, the student lists the title, author and other important information about the

book. During reading the reader jots down words of interest or reactions to the story. After reading, the student is able to choose how to respond to the story from a list developed by the teacher. (write a summary, describe your favorite scene or character, talk about the story with a friend, etc.)

- Answer thinking questions in journal
- Write a letter to a friend, telling why he/she is so special or what the writer likes about that person. Address and mail/deliver the letters
- Write a poem about one of the themes in the story
- Draft a class letter to the author. Ask questions about the book and her relationships with dogs

Speaking:

- Discuss events in the story with a partner and make predictions
- Talk about friendships. Relate to the relationship between Tate and Sable. Emphasize characteristics of a friend
- Allow students to use the author's chair. This is a special chair in which students may sit and share a piece of writing with the class. A discussion of the work follows the presentation
- Talk about the videos watched. Identify the types of relationships between the dogs and their owners
- If received, discuss the response from the author

Listening:

- Listen to the teacher or other students read the book aloud
- Listen to discussion about friendship. Encourage students to think about their own friends
- Listen to students present writings in the author's chair
- Listen to videos/video clips about dogs
- Listen to response from the author

Viewing/Visually Representing:

- Draw or paint a picture of Sable using the descriptions in the book
- Make a bulletin board about different types of dogs. Display in the library to interest other students in learning more about these animals
- Design a poster for a lost dog. Include important information which may lead to Sable being found. (name, description, reward, name of owner, etc.)
- Watch videos/video clips of movies or television shows about dogs. (*Lassie*, *Old Yeller*, etc.) Identify the relationships between these animals and their owners
- Look at a map of the United States. Locate the places mentioned in the story. Calculate the distances between the locations if possible

Thinking:

- Why does Tate think this is the best dog in the world? What would you think of the dog if you saw her?
- Is it possible to be friends with an animal? Why?
- What qualities do you look for in a friend?
- Is it right for Tate to defy her mother and keep the dog? Why?
- Why do you think Mam changes her attitude toward Sable by the end of the book?
- What event in the book surprised you the most?

Curricular Connections:

Art-Drawing, painting, poster
Math-Calculate distances between places
Science-Dogs, storms
Social Studies-Professions, individuals in the community, geography

Related Readings:

By Karen Hesse:

Just Juice
Lavender
Letters from Rifka
Out of the Dust
Phoenix Rising
The Music of Dolphins
A Time of Angels
Wish on a Unicorn

Illustrated by Marcia Sewall:

Captain Snap and the Children of Vinegar Lane, by Roni Schotter
Finzel the Farsided, by Paul Fleischman
Rosa and her Singing Grandfather, by Leon Rosselson
Thistle, by Walter Wangerin, Jr.

About Dogs:

Akiak: A Tale from the Iditarod, by Robert J. Blake
The Dog that Called the Pitch, by Matt Christopher
The Dog that Stole the Football Plays, by Matt Christopher
The Dog that Stole Home, by Matt Christopher
The Incredible Journey, by Sheila Every Burnford
Out of Nowhere: A Novel, by Ovida Sebestyen
Shiloh, by Phyllis Reynolds Naylor
Shiloh Season, by Phyllis Reynolds Naylor
Some Fine Dog, by Patti Sherlock
Sunder, by William H. Armstrong
Where the Red Fern Grows: the Story of Two Dogs and a Boy, by Wilson Rawls

Information About the Author:

- Born: August 29, 1952 in Baltimore, Maryland
- Address: c/o Scholastic, Inc., 555 Broadway, New York, NY 10012
- Career: Writer from 1969-Present
- Awards: Best Books for Young Adults for *The Music of Dolphins* in 1996, The Newberry Medal for *Out of the Dust* in 1998, various other awards.
- During Karen Hesse's childhood, she would go out the back door and climb an apple tree to find privacy. She said "There, cradled in the boughs of the tree, I spent hours reading."
- Hobbies and interests: answering mail from readers

Title: *The Storm*

Author: Marc Harshman

Illustrator: Mark Mohr

Publication Information: New York: Cobblehill Books, 1995, 30 pages

Topics:

Physical disabilities

Tornadoes

Farm life

Indiana

Summary: Jonathan sits in school listening to the teacher talk about tornadoes. When a classmate makes a comment during the discussion, he begins to think about how even storms cause people to point out that he is different. Jonathan is confined to a wheelchair because he was hit by a truck. He is just like the other children, except for the fact that he gets around in a different way. Things at home have been modified to make it easier for him to help with chores, but he can still do it. On this particular day after school, storms are predicted, but that does not bother Jonathan. He likes storms. When he gets home, his mother says that she has to run an errand, and that his father is still working. She tells Jonathan to put the horses away if it starts to storm. As she leaves, he decides to put the horses in the lot since he is already outside. While he does, he hears the weather report on the radio. They are calling for thunderstorms and have issued a tornado watch for parts of Indiana. Jonathan continues on with his task. He notices that the sky is becoming darker so he checks the radio again. It still lists a tornado watch. Jonathan puts the horses into their stalls and goes to take another look at the sky. When he does, he sees a tornado forming. At first Jonathan stares at the funnel, amazed by what is happening. Then he realizes that he needs to get to the cellar. Before he can do that, he hears the horses. Somehow they have escaped and he must get them back into the barn. Jonathan gets the horses to calm down enough so that he can lead them back. He stays with them so that they will not run out into the storm. Jonathan sits with the horses, waiting for the storm to end. When it finally does, he is happy that they have been saved. As he goes into the yard he sees that everything has been destroyed. It all looks so different now. Seeing all of this, he wonders if his parents are all right. They come home shortly after and are relieved to see him. Jonathan tells his parents what he has done and they just listen. He does not care so much now what other people think of him. He knows they will still see that he is different, but he hopes that they might also see him, once they know what he has done.

Activities:

Reading:

- Have a local meteorologist visit your classroom and read the book aloud. This may be helpful because the students may have questions about storms/tornadoes
- The students may read this book on their own, jotting down questions they may encounter while reading
- Read about different types of storms. Incorporate into science lessons on weather
- Read about individuals with varying abilities. Have the students identify not only the disability, but the characteristics that are the same as everyone else. Concentrate on the humanity of the individuals
- Relate the setting of the story to reading done about Indiana history. Students may locate and research weather patterns in specific locations in the state

Writing:

- Write a tornado/storm safety plan for their homes. Allow the students to share

them with the class, and then send them home. Encourage students to discuss the plan with their families

- Before beginning a discussion on tornadoes, have each student brainstorm by creating a cluster. Have them think of all the things they already know about tornadoes. The teacher may incorporate the ideas into a K-W-L chart and extend thinking to what they want to know and what is eventually learned
- Students can answer the thinking questions in journals. They may then share their answers with a partner, small group, or the class
- Allow students to choose a location/county in the book and research it. Include major towns or cities, history of the area, weather patterns, and so on. Write a short summary of the information collected. The teacher may designate a special box or folder for the writings. They may be used in other lessons or read by students during free reading to learn about different places in the state
- Title your collage. Write a few sentences explaining the title

Speaking:

- Have small group discussions about the manner in which people with disabilities are treated/viewed in the community, as well as in school
- Talk about tornado safety. Review the school safety drill
- Encourage students to discuss a safety plan with their families
- Share answers to thinking questions with a partner, small group, or the class
- Ask questions of the meteorologist after he/she has read *The Storm*
- Create and perform a play based on the book for younger students in the school. Discuss safety rules after the performance

Listening:

- Listen to the meteorologist read the book and answer questions
- Listen to group discussions
- Listen to videos about storms, as well as daily weather reports. Listen for a watch versus a warning
- Listen to students share their safety plans. Compare to what you would do. Is there anything you should add to your plan?
- Listen to audiotape/CD of sounds from different types of storms

Viewing/Visually Representing:

- Watch videos about different types of storms
- Have the students check the weather report daily, whether it be by watching the news, reading the newspaper, listening to the radio, or checking the Internet. Keep track of the weather for a set amount of time. The data may be incorporated into math lessons about statistics, graphing, charts, etc
- Have the students paint a picture of the tornado, using the description in the book. Display on a bulletin board about tornado safety
- Create a collage of how you felt listening to the audiotape/CD of storm sounds. Use magazine pictures, drawings, and other materials you can find
- Have the students facilitate a school-wide tornado awareness week, in which other classes will also learn about the subject. Include such things as a practice drill, handing out leaflets designed by the class highlighting important information about storms, recommending books and videos during school announcements, etc.

Thinking:

- Why do you think Roger commented on Jonathan being in a wheelchair during the

- discussion about tornadoes?
- Do you ever treat others differently because of what they look like, or what they are able to do? Why?
- What would you have done if you were in Jonathan's position? Would you have stayed with the horses? Why?
- Why is it important to watch the weather report or know what to do in a storm?
- How do the illustrations help you to understand what Jonathan is seeing?

Curricular Connections:

Art-Painting, collage
 Math-Statistics, graphs, charts
 Science-Weather
 Social Studies-How certain people are treated in society, Indiana history, geography

Related Readings:

By Marc Harshman:

A Little Excitement
Only One
Snow Company
Uncle James

About Physical Disabilities:

Are You Alone on Purpose?, by Nancy Werlin
The Flawed Glass, by Ian Strachan
Here Comes Kate, by Judy Carlson
Melanie, by Carol Currick
Peeling the Onion, by Wendy Orr
Shadow Spinner, by Susan Fletcher
A Very Special Friend, by Dorothy Hoffman Levi
The View from Saturday, by E.L. Konigsburg

About Tornadoes:

Disastrous Hurricanes and Tornadoes, by Max and Charlotte Alth
Night of the Twisters, by Ivy Ruckman
Tornadoes, by Peter Murray

About Farm Life:

Fanny's Dream, by Carolyn Buehner
Farm Team, by Will Weaver
Harris and Me: A Summer Remembered, by Gary Paulsen
Reaching Dustin, by Vicki Grove

Information About the Author:

- Born: October 1, 1950 in Randolph County, IN
- Address: c/o Rosanne Lauer, Cobblehill Books, 375 Hudson St., New York, NY 10014
- Career: Writer, Elementary Teacher (1985-present)
- Harshman has spent many years as an elementary teacher in West Virginia. In his work, he has seen a great opportunity to promote writing and storytelling. They give children a means of responding to the world. He says, "It always brings me great

pleasure to visit with children. I love being able to tell them stories and to talk with them about writing and books. I enjoy seeing them discover that writers are real people who use the same language that they do. I want them to see that they have at their fingertips possibilities for creating new visions of themselves and their world, visions that will not only help them be better writers, but be better people as well."

•Hobbies and interests: storytelling

Title: *The 13th Floor: A Ghost Story*

Author: Sid Fleischman

Illustrator: Peter Sis

Publication Information: New York: Greenwillow Books, 1995, 131 pages

Topics:

Time travel

Pirates

Siblings

Ancestors

Salem Witch Trials

Family History

Summary: This story is about a twelve year-old boy named Buddy, and his sister, Liz, a law school graduate. The two, who live together in San Diego, were orphaned when their parents were killed in a plane crash. The book begins as Buddy is having a seance where he is trying to contact a pirate by the name of Captain Crackstone using a copper trumpet. Crackstone is an ancestor of the Stebbins family who lived in the 1600s. Buddy and Liz receive a message on their answering machine from Abigail Parsons, a girl who wants to meet Liz on the thirteenth floor of a building downtown. They do not know this person, but Liz decides to meet her without telling Buddy. When she does not return home from work, Buddy goes to the building to see if he can find her. There is no thirteenth floor, so Buddy must find the secret entrance. He finally does and ends up on a seventeenth century pirate ship. There he meets Captain John Stebbins, otherwise known as Captain Crackstone. He faces hard times on the ship with the rest of the crew and is befriended by the captain. While aboard, Buddy searches for Liz, who he is sure must be hiding on the ship. Then the pirate ship, the *Laughing Mermaid*, is taken over by rival pirates looking for treasure. Captain Stebbins and Buddy are thrown off the ship and must find their way to Boston in a small boat. When they arrive, the captain and his wife are arrested for kissing on Sunday. Buddy goes to the Stebbins' home and finds Liz knocking on the door. She has met Abigail Parsons. Abigail, a ten year-old girl who is being accused of witchcraft, is also the god-daughter of Captain and Mrs. Stebbins. Since she is due to stand trial, Liz decides to defend her. At the trial, the judges refuse to allow Liz to speak because she is a woman, so Buddy plays the role of the lawyer. When the trial is complete, Abigail runs off before the verdict can be given. At this same time, Captain Stebbins is gathering a ship and crew to go back and reclaim his ship and treasure. Buddy goes along. The captain is able to get the *Laughing Mermaid* back, and he buries the treasure on an island so that no one will take it from him. He documents the area on a map and hides it in his copper trumpet with a coin, so that he will always be sure it is the same trumpet. They then return to Boston and receive the news that Abigail has been declared innocent. Buddy and Liz flee from the judges and get on the ship so that they can go back to San Diego, and the present time. As they search for the elevator, the ship begins to sink, but they continue on. Finally, surrounded by rising water, they make it to the elevator and back home. Buddy checks the trumpet at home to see if it is the same trumpet Captain Stebbins had. Indeed it is, but they find out that the treasure is buried underneath the Statue of Liberty, so they cannot claim it for themselves.

Activities:

Reading:

- Guided reading (teacher chooses spots to stop, talk and ask questions)
- Read other books related to this story, (e.g. other books by this author or books with similar themes)

- Read about Salem Witch Trials (SS lessons--gain an understanding of similar events in story)
- Reread specific passages for storytelling
- Read the author's note at the end of the story to spark discussion of how facts/real events can be incorporated into fictitious works

Writing:

- Make a family tree (Have students include various types of family members to account for non-traditional families)
- Keep a journal of experiences. Write as if you were one of the characters
- Before reading the last chapter, have each student write an ending
- Write a description of your time travel machine, display with model
- Make a class chart comparing and contrasting related readings to the book (focus on major themes, writing styles, etc.)

Speaking:

- Students interview family members to create oral history of family. Research for family tree
- Have groups present arguments as to why Abigail is innocent (discuss as a class)
- Read ending to class. Vote on which is most likely to be true
- Do storytelling of particular passages in small groups
- Create and tell a tall tale about a famous pirate
- Discuss the significance of incorporating real events in fictional stories (e.g., may be the inspiration, to emphasize a point in a different way, to approach a difficult subject in a non-threatening manner, etc.)

Listening:

- Listen to and draw conclusions from responses in family interviews
- Listen to group presentations
- Listen to taped excerpts from other stories dealing with pirates and their sea adventures
- Listen to class read their endings, predict the one most likely to be accurate
- Listen to storytelling
- Listen to class discussions

Viewing/Visually Representing:

- Present a jackdaw before reading the book. Include things about pirates, ships, pilgrims, etc. Have kids add to it as they read the book
- Create a bulletin board about Buddy's adventures
- Design a machine that could be used for time travel (sketch and build)
- Build a model of a pirate ship
- Sketch wanted posters for the book characters

Thinking:

- Why did the pirates think Buddy was a ghost?
- Why do you think Abigail contacted Liz? How could she have contacted her?
- How did Liz and Buddy prove Abigail's innocence?
- Is the justice system the same now as it was then? How so?
- How did Liz and Buddy get back to their time? Do you think something like this could really happen? Why?

Curricular Connections:

Art-Bulletin board, creative response, sketches, models
Science-Planning time travel machine, observation of important elements in books read
Social Studies-Salem Witch Trials, pirates, ancestors

Related Readings:

By Sid Fleischman:

The Bloodhound Gang in the Case of the Flying Clock
By the Great Horn Spoon!
Chancy and the Grand Rascal
The Ghost in the Noonday Sun
The Ghost on Saturday Night
Humbug Mountain
Longbeard the Wizard
McBroom Tells the Truth
The Whipping Boy

Illustrated by Peter Sis:

After Goodnight, by Monica Mayper
City Night, by Eve Rice
The Dragons are Singing Tonight, by Jack Prelutsky
The Midnight Horse, by Sid Fleischman
Oaf, by Julia Cunningham
The Scarebird, by Sid Fleischman

About the Salem Witch Trials:

The Salem Witch Trials, by Lori Lee Wilson
The Tall Man from Boston, by Marion Lena Starkey

About Time Travel:

Ghost Train, by Jess Mowry
Mr. Was, by Pete Hautman
Nick of Time, by Anne Lindbergh
Pale Phoenix, by Kathryn Reiss
A Wrinkle in Time, by Madeline L'Engle
Zoe Rising, by Pam Conrad

About Siblings:

Dilly's Big Sister Diary, by Cynthia Copeland Lewis
Forged by Fire, by Sharon M. Draper
Ruthie's Gift, by Kimberly Brubaker Bradley

About Pirates:

Captain Grey, by Avi
Flint's Island, by Leonard Wibberley
The Not-So Jolly Roger, by Jon Scieszka
The Sea Robbers, by Robert Kraske

Information About the Author:

- Born: March 16, 1920 in Brooklyn, New York
- Address: 305 Tenth Street, Santa Monica, CA 90402
- Career: Writer, Professional Magician from 1938-1941
- Awards: National Book Award Finalist and Boston Globe-Horn Book Award for Fiction in 1979 for *Humbug Mountain*, Newberry Medal in 1987 for *The Whipping Boy*, International Reading Association Award in 1988 for *The Scarebird*, various other awards
- Hobbies and interests: magic

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"Sanderson, Ruth." Something About the Author. (Volume 41). Ed. by Anne Commire. Detroit: Gale Research, Inc., 1985. 197-204.

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